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ABSTRACT

Designed to supplement already existing life skills instructional materials, this manual consists of 30 lessons to help students develop general, transferrrable skills in four areas--attending behaviors, cognition, self-management, and critical thinking. The following topics are among those covered in the lessons: eye contact, body posture, tracking, paraphrasing, and mirroring; portraying oneself; brainstorming; surveying marketable skills; nonstressful feedback; preparing a plan for acquiring a chosen life skill; setting goals; choosing a marriage partner; dealing with positive, negative, and neutral feedback; management; management of resources; cognition in listening; and critical thinking. Included in each lesson are the following: overview, resources required, objectives, stimulus, evocation, skill practice/objective inquiry, skill application, and evaluation. (MN)

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We consider life skills to be a living subject and therefore it is appropriate that new editions of life skills contain normal and new teaching methods. Life skills lessons should be well thought through, well written, well taught and well learned. We would welcome your comments on just how well this supplementary material meets these criteria.

Joan Hearn
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Ottawa
1981

CE 031 874

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INTRODUCTION

This text was written as a supplement to the existing Life Skills Coaching Manual first developed by Saskatchewan Newstart between 1968 and 1972 with the last edition having been published in 1974 by TRANDS. As we did with that programme we have concentrated, on general, transferable skills: Attending Behaviors, Cognition, Self-Management and Critical Thinking. The last three are, we believe, new to the life skills scene.

The last two topics are tailored to a life skills class. They are meant to be immediately useful. The group is not taught Management as if members are going to be running IBM but they must manage their own lives effectively. In the same way, Critical Thinking is not taught as if it were designed for a university level Logic Course (although the temptation to write and offer ever more demanding and precise examples is great and a good deal of material was eliminated). Our aim is to show that there is a deal of muddy thinking going on in the world and it is a good idea to keep your wits about you.

Sessions begin with the Coach teaching or explaining what the lesson is about and telling participants what will be expected of them by the end of it. Coach also models the desired behavior and then the group practises it - generally, in a variety of ways. The next step is for participants to demonstrate that they can apply the new skill on fresh material. At the end of the lesson there is an evaluation when participants discuss what they have learned and how it can be used in daily living outside of the class.

This is a hefty book. One reason is that there are thirty lessons. The other reason is that each lesson contains a great many examples and a lot of practice materials. It is all there but we realize that any one coach may feel that all of it is not necessary all the time. Coach can balance out the resources available in each lesson against the needs of different groups.

We make several assumptions about our target population. One is that participants will initially have a poor sense of self so that there are many occasions when individual differences are articulated, emphasized and, of course, accepted. Generally, these are the early, "easy" lessons when we also assume that participants lack self-confidence and are unsure of themselves. It is assumed that as they become less tentative, self-assurance will be augmented in subsequent lessons when they will be asked, for one reason or another, to voice their opinions about a variety of topics. The material does become more demanding. It is our hope that confidence will increase as participants master increasingly difficult behaviors.

Another assumption is that people in this programme are capable of competent thinking, certainly they are capable of operating at a more complex level than their academic records would perhaps indicate. We hope to produce "educated" thinking without the tedium of academic material. Participants are frequently required to use the problem-solving and cognitive skills they learn in class in daily life. In this way, they learn that these generalized, "thinking" skills can have an immediate, specific and useful application. (To the degree that participants use these skills in their out-of-class lives the course becomes personalized.)

An unspoken assumption is a corollary of the one above. That is, we do not assume that participants can only be patched up and encouraged to limp along. They can do better than that, their performance can be a lot better than minimal. We try to impart the idea: if you keep your wits about you, you can be a winner, too.

ATTENDING BEHAVIOURS (1)

Overview

The student practises the first and easiest of the attending behaviours. The lesson helps the student to realize that s/he has not been presenting him/herself very well and may have been projecting indifference, hostility or distrust by his/her previous behaviour.

Resources Required

- A box containing slips of paper with names of all participants
- Chairs for participants and coach

Objective

The object of the lesson is to provide participants with two non-verbal attending behaviours: eye contact and body posture.

By the end of the lesson each participant will be able to talk or listen to an unspecified other participant while displaying these two behaviours.

Stimulus

Tell the students that today they are going to practise some ways of behaving that will make it much easier for them to deal with other people.

Tell them: The exercises are really easy to do, and will be a big help to you in getting along with each other. You are really going to try to get to know each other, but after you have practised with each other, you should find it easier to get along with people outside of the group, too.

Tell them that just for the moment the group is not going to be too concerned about what is said. The object of this lesson is for people to behave as if they are interested in other people and by other people. Later on, the group will practise listening to people and getting to know them but for the moment, the group will practise just showing other people that they are prepared to like them and listen to them.

Tell the group: The two most important ways you show people that you are prepared to like them without using words is by the way you look them in the face and by the way you hold your body.

So our goal for this lesson is that you should be able by the end of it to look anybody in the class in the eyes while talking to them or listening to them and that you should be able by the way you hold your bodies to show anyone in this class that you are interested in talking to them and listening to what they have to say. Participants should take a partner to work with during the lesson.

Evocation

Model the sort of behaviour that you want. Ask one of the participants to come and take a chair opposite to you and tell you how s/he arrived at the centre that morning. First shake the participant's hand, look him/her in the eye and say your name. While the participant is doing this, model eye contact and maintain an interested posture (lean forward, etc). It is probably a good idea to make minimal encouraging noises (Mm-hmm) and to ask a few tracking questions (Did you have to wait long for the bus?) but these would just be to keep the conversation going.

Emphasize to the group that you caught the speaker's eye from time to time and that you were leaning forward.

Emphasize that you did not cross your arms and legs, gaze at the ceiling, or stare so hard in the speaker's eyes that s/he felt uncomfortable.

If you think it is a good idea, you can tell the group that you are now, for a joke, going to show them how not to seem interested in another person.

Ask the other person to repeat the account of how s/he got to work. During this time, you can start out by crossing arms and legs, searching in your pockets for some apparently lost item, even get up and look under the chair for it and/or gaze at the speaker's feet or hands. If this demonstration is done, the point should be rather over-made.

Ask the participant what the difference was between how s/he felt during the two performances. If only the first, positive interview was carried out, ask the interviewee if s/he felt you were interested in how s/he arrived at work.

Ask the group if you looked as if you were really interested in what the interviewee was saying. Get them to say, again, the things that you did right e.g. looking interviewee in the eye, leaning forward, looking interested.

Ask them if they think you could have shown more interest, could they do more? Is it O.K. to move or do you have to stay perfectly still? Provoke discussion, if possible, so that both points about eye contact and body posture are well aired.

If the "wrong" method was modelled, this could be a good way of getting the group to discuss behaviours that should be avoided.

Skill Practice/Objective Inquiry

Tell each twosome to sit in chairs facing each other. They are to take turns in telling each other how they got to the centre. Emphasize that each is to tell the other if s/he is staring instead of maintaining eye contact or is letting his/her gaze wander. Each should tell the other if partner is slumping in his/her chair or adopting a relaxed or disinterested pose.

After these practice sessions ask participants about how they felt about their conversations. Did they feel comfortable maintaining eye contact?

Ask: If your partner looked you in the eye did it make you feel good about yourself?

Did you feel as if s/he liked you? OR
Does anyone still find it makes them uncomfortable to try and look someone in the face?

Ask: If your partner did not look you in the eye, did you think s/he was interested in you?

Did you think s/he was mad at you?
Did you think s/he was shy?
If you thought s/he was shy, did this shyness make it more difficult for you to respond?

Ask about staring too hard. Does the person being stared at mind? How does s/he feel?

Does s/he feel that the other person is interested in him/her?

Be very supportive and positive with people experiencing difficulties. Ask the same sorts of questions about body posture.

Tell each twosome to pair up with another twosome. Each individual is to practise eye contact and attending body posture with someone from the other twosome. The two people not conversing "critique" the behaviour of the conversing partners. They then switch partners and the non-practising couple critique the two practising.

Encourage participants to ask each other how they feel about the quality of the eye contact and body postures. People who find these behaviours easy should be encouraged to help those who find them difficult.

Twosomes should change until everyone has practised with every other participant present or until group and coach have decided everyone has mastered the skill.

Skill Application

Names of all participants are put in a hat. Each participant draws a name and that person is to be the person with whom s/he will demonstrate the acquired skills.

The subject is: A description of the last school I attended. Participants should be assured that they are not expected to say more than a few sentences. Each participant in turn demonstrates his/her eye-contact/body-posture attending skills.

It is not necessary in this case for participants to role play negative feedback i.e. practising eye contact and body posture with people who do not respond since they have probably experienced this during the previous section of the lesson.

Evaluation

Ask: What did we learn in this lesson?
How did we learn it?
How can we use it?
Will it make life go any more easily for us?

ATTENDING BEHAVIOURS (2)

Overview

The student practices how to do "tracking" in a conversation by making minimal encouraging noises and asking questions that keep him/her following what the speaker is saying.

Resources Required

Film clip.

A box containing slips of paper with names of all participants.

Chairs for participants and coach.

Objective

By the end of the lesson participants will be able to converse with any other member of the group using minimal encouragers and following or tracking questions. They will simultaneously display non-verbal attending behaviors already practised.

Stimulus

Tell the students that this lesson will help them to talk more easily to other people. Remind them that in the previous lesson they had learned to encourage people by looking at their faces and by showing with their body posture that they were interested and concerned. In this lesson they are going to learn ways of responding that will encourage the other person and will help them to understand the other person better.

Tell them that first they will look at a film clip which shows that just using eye contact and body posture is not enough.

Film clip:

A woman is talking to a man. The man maintains eye contact and his body posture indicates he is paying attention but he does not say a word.

Woman. You'll never guess what I saw downtown today! (pauses). Wanna know what I saw? (pauses) (She is beginning to run very slightly out of steam) Well, I saw this old guy walking along and he was kind of stumbling a bit, you know.

Man changes position, is still attentive but says nothing.

... And, well, I looked away for a minute, like I didn't want to seem to be staring, I mean it's rude, eh? (pauses) And when I looked again, you know what he was doing? (Pauses; this is beginning to get her down). He was stepping off the curb right in front of a bus. (Weakly) Well, I was very surprised. I mean I thought he'd be killed (pauses) Well (flatly) I've never seen anything like that before.

(Finish)

Tell the group or ask them questions to bring out the fact that the man did not say anything that showed he was interested; he did not ask any questions.

Tell the group that the goal of this lesson is that every member, by the end of the session, should be able to encourage any other member of the group to continue a story or description by making encouraging statements and by asking questions which will help the questioner to get the story straight in addition to maintaining eye contact and maintaining attentive body posture.

Evocation

Ask the group how they think the woman in the film clip felt. Ask them if they think she felt that the man was interested in what she had to say. Did she feel disappointed? Did she feel silly? Let down? (Whatever else comes up).

Tell the group you are going to re-play the film clip and stop it every time the woman pauses and allow the group to suggest questions the man might have asked or responses he might have made. Make it clear that the purpose is both to get the story straight as well as to encourage the woman so that it is perfectly all right for the man to say "Mm-mm" or "What?" or to repeat the last few words.

Next, ask the group to think of any additional questions one might have asked to get the story straight or to get more details. Emphasize that saying "Now, have I got this straight?", or asking for clarification is an acceptable response.

Skill Practise/Objective Inquiry

Have the participants stand in a row. Tell them we are going to tell each other the story of Goldilocks and the Three Bears. The first person in the row starts off with "Once upon a time there was a little girl called Goldilocks" or "once upon a time there was a Papa Bear and a Mama Bear and a Baby Bear". The next person must (1) make one minimal encouragement (e.g. There was, I see) and (2) ask one question to help get the story straight. It doesn't matter whether the encouraging question or the substantive question is asked first.

The second person then turns to the third person and repeats what s/he knows. The third person then asks one of each kind of question and repeats the sum total of what s/he knows to the next person. The practice continues down the row and back up again until the story is completed. People asking and being asked questions must maintain eye contact.

Ask the group if they find it difficult to think of questions. Which are the more difficult kind to ask: the minimal encouragers or the tracking questions? Do they like being asked questions? Does it make them feel good? Does it make them feel the other person really cares about their answers?

Then tell the group that you are going to start a story, but that you will pause every sentence or so and point to one or other member of the group for a response. Group members are to alternate in making encouraging (minimal) responses and asking substantive (tracking questions). Group members are to maintain attending body posture and you will make eye contact with each person in turn as you ask questions.

The story will have to be varied a little according to the responses, but it should go something like this:

> I come from a town in California. It is the capital of California, Sacramento. The population is one million people. Before I came to Canada I had never seen real snow. I had seen it on television and at the movies. I had never realized that the weather could be so cold as it gets here. But mainly, I had no idea that ice was so slippery. Skating looks very easy when you see people doing it on T.V. When a Canadian friend asked me to go skating, I didn't worry at all. I just went out and brought some skates and met him at the skating rink. Can you imagine the first thing that happened to me when I got on the ice?

Skill Application

Each participant picks a name out of a box. Each participant listens while his/her partner tells about the most delicious meal s/he has ever eaten. Participants must ask at least two "encouraging" questions and two questions requiring substantive answers. Participants must also exhibit eye contact and appropriate body posture.

Evaluation

Ask the group:

What did we practise doing today? How did we figure out it was a good thing to look at these problems?

What would be a good way to use these new skills?

What would be other good ways to make sure we really understand people?

Are there other ways we can make people feel we are really interested in what they have to say?

ATTENDING BEHAVIOURS (3)

Overview

In this lesson the student practises listening to what has been said and then paraphrasing it. This helps the student in many ways to get matters straight and to avoid problems arising from failure to understand.

Resources Required

Brief newspaper clippings (not more than half a column) on general trends in society or public questions i.e. not news events. One clipping for each participant.

Chairs for participants.

Objective

At the end of the lesson each participant should be able to listen to a newspaper clipping being read and give a five-point resumé of its contents.

Stimulus

Tell students: You have learned to encourage other people to talk more, and you have learned to ask questions that will help you to understand better what people are saying, or what they have on their minds.

In this lesson you are going to learn to listen to what is said and then to repeat what you have heard in your own words. This will help you in getting along because you'll get things straight, understand instructions and be able to repeat what you know or have learned in your own words.

Tell students: You won't have to repeat word for word what you've been told. You just pick out what you think are the most important points and repeat them. And we aren't going to expect you to repeat what's been said immediately; we're going to start off with some very easy exercises.

The goal of this lesson is that you will listen to another person and say in your own words what the most important points were that she or he made. We call this paraphrasing.

Evocation

Model the behavior that you want the students to adopt.

Choose one student to read the story of Little Red Riding Hood.

Once upon a time there was a lovely little girl who had a beautiful red cloak and hood. That was why she was called Little Red Riding Hood.

One day Little Red Riding Hood's mother said to her; "Your grandmother is sick in bed. I want you to take her this basket of food so she won't go hungry. I'm putting some eggs, a loaf of bread, a small jar of home-baked beans, some butter and some jam in the basket. Put on your beautiful little red cloak and hood and take the basket to your grandmother's house."

So Little Red Riding Hood put on her little red cloak and hood and started off through the woods to her grandmother's house. In the woods she met a Wicked Wolf. He wanted to eat Little Red Riding Hood.

"What have you in your basket, little girl?" he asked.

"I have some eggs, a loaf of bread, a small jar of home-baked beans, some butter and some jam."

"And where are you going, little girl?" asked the wicked wolf.

"I am going to my grandmother's house", said Red Riding Hood.

"And where is that?" asked the wicked wolf.

"It's just on the other side of this wood," said Little Red Riding Hood. And then she started to run because she was frightened of the wolf.

But the wolf ran faster than she did and got to the grandmother's house first. He ate up Little Red Riding Hood's grandmother, then put on the grandmother's night gown and sleeping cap and got into bed.

Pretty soon Little Red Riding Hood came hopping along and knocked on the cottage door.

"Who is it?" asked the Wicked Wolf in what he hoped was a good imitation of the grandmother's voice.

"It is I," said Little Red Hood who was always very careful about her grammar (as well as her grandma), "Your dear little granddaughter, Little Red Riding Hood."

"Come in, my dear" said the Wicked Wolf.

So Little Red Riding Hood went in. She was very surprised at the change in her grandmother's appearance.

"Why, grandmother," she said. "What big eyes you have!"

"All the better to see you with, my dear," said the Wicked Wolf.

"Why grandmother," said Little Red Riding Hood, "What big ears you have."

"All the better to hear you with, my dear," said the Wicked Wolf.

"Why grandmother, what big teeth you have," said Little Red Riding Hood.

"All the better to eat you with," said the Wicked Wolf.

And he leapt out of bed and chased Little Red Riding Hood around and around the cottage trying to catch her so he could eat her. But Little Red Riding Hood screamed bloody murder, which is what it very nearly was, and a woodsman chopping down trees in the wood came running to her rescue.

He cut open the Wicked Wolf with his axe and out popped Little Red Riding Hood's grandmother alive and pleased to see her granddaughter again. The Wicked Wolf was dead. And everyone lived happily ever after.

Tell the students that that was a long story and you are going to show them how to make a long story short. Say something like:

> This little girl's grandmother was sick. Her mother gave her a basket of food to take to the sick grandmother. The little girl had to walk through a wood to reach her grandmother's house. On the way she met a Wicked Wolf who wanted to eat her. He found out from her where she was going and raced to the grandmother's cottage to get there first. He gobbled up the grandmother and when the little girl arrived he tried to eat her, too. But the little girl screamed so much that a nearby woodsman came and rescued her. He cut open the Wicked Wolf and the grandmother popped out alive. And they all lived happily ever after.

Lead a discussion with the students about why you left out the things that you did, e.g. Little Red Riding Hood's name comes from her clothes and neither has anything to do with the main story line. Ask them if you have put in anything that could have been left out.

After some discussion get the group to see what it can do with Little Miss Muffet. This is about a girl who sits down outside somewhere and is scared by a spider.

Have the group discuss what the advantages are to

(a) being able to listen carefully and understand what has been said, and

(b) being able to paraphrase or shorten it.

Skill Practise/Objective Enquiry

Tell the group that they are going to start off with some very easy exercises to see if they can listen and do what is said.

Tell them you are going to give some directions and they are to follow them. Warn them this will probably be very easy at first. Tell them that in any case they are to listen for what is being said and not to copy other participants.

Give the following directions and watch for people to carry them out. Say the directions twice and then ask participants to make the movements.

(1) Put your left foot over your right foot and put your right hand on top of your head.

(2) Sit on your chairs with your right leg crossed over your left leg.

(3) Stand up. Turn left. Take three steps and turn right. Take three steps and turn right. Take three steps and turn right. Take another three steps and turn and face the opposite way.

(4) Jump to put your legs far apart. At the same time clap your hands over your head. Then jump to put your feet together and your hands by your side.

(5) Stand up. Move sideways by moving your right foot behind your left foot then moving your left foot to the left of your right foot.

(6) Move left by moving your left foot to the left and moving your right foot to the right of it.

(7) Sit on your chairs. Stand up. Move to the right and walk around your chairs. Sit down and put your left hand on your head and your right hand on your shoulder.

(8) Take three hops on your right foot and one on your left, then two more hops on your right.

Tell the group that now you are going to ask them to repeat exactly the directions that are given. Explain this is not paraphrasing but it is good practice in listening and understanding and then repeating what has been said.

The first two can be answered by all the group, that is by everyone answering part. After that each person in turn will be given a set of directions to repeat. The directions will be read twice.

(1) To get to downtown Dublin take the number 4 bus at the corner of Murray and Clyde. Change at Gladstone and Bank and take the 34. Get off at Webster's Department Store.

(2) To get to the Sports Arena you have to walk to the corner of Templeton and Smith. Take the number 73 bus and change at Webster's Department Store to number 74.

(3) To get to the airport take the airport bus. You can catch it at the Holiday Inn or the CPR hotel. It costs $2.50 and takes about half an hour.

(4) Take the bus to Montreal; that will take two hours. Then take the local bus to Le Petit Doucet. The bus goes every half hour and takes 45 minutes.

(5) Take the 35 bus to the Drug Store. Then change to the 72 and get off at the playground. The bus fare is 60 cents.

(6) Go out of the building and turn right. Turn right again at the first corner, then walk straight for 6 blocks. You can take the subway from there. Subway tokens are three for a dollar.

(7) Go out of the door. Follow the corridor and go down four stairs. Turn right at the bottom of the stairs. The vending machine is half way down the hall. Soft drinks are 25 cents.

(8) Enter the park by the north gate. Follow the path until you come to a large oak tree. Then turn left along a path, pass the water fountain and sit on the first park bench you come to.

(9) Go in the main entrance. Take this elevator to the fifth floor. Turn right off the elevator. Tell my secretary you want to see me, then take a chair until I come out.

(10) Walk to the corner. Wait until I come for you. I will be driving a grey, 1974 sports car. Be sure and wear your red scarf so I can see you.

Make up more directions if there are more than 8 people in the class.

Tell the group that each participant will now have a chance to paraphrase. You will read out an account of an incident and each is to repeat at least five important facts. If the participant gets stuck, other participants may help out.

There was a bad automobile accident on Highway 30A. A car collided head on with a truck at the top of a hill where the car was trying to overtake the car in front of it. The car was a dark blue sedan and the truck was a milk truck. Both vehicles are completely wrecked. The driver of the car and his wife were killed. Their dog escaped uninjured. There was milk all over the road. The truck driver was not hurt.

The Smith River is flooding in several places. Teams of workers are building up the sides of the river with sandbags. Three thousand people have had to abandon their homes including a home for the aged. The water is moving very swiftly and carrying with it people's household furniture. Hundreds of cars are standing several feet deep in water. It is predicted that the river will rise several inches overnight.

Little Betty Jones won the Junior Figure Skating championship yesterday. Betty is fourteen years old and a Grade X student at John Diefenbaker High School. She wore a blue dress with sequins around the neck. Betty said she has no steady boy friend because she has no time for anything but skating and school work.

A fight broke out in the Jolly Roger Saloon last Thursday night. Two men started to argue about politics. Witnesses say both had been drinking heavily. Several other men joined in the fight and the police had to be called. All the men were charged with breaking the peace and ordered to pay a $50 fine.

Students demonstrated at the University today over a rumour that fees will be raised next year. About 300 students paraded around the campus carrying placards. They stopped outside the President's office. The President of the University addressed the students and said he sympathized with their situation but fees are decided by the Provincial authorities and not the university.

An earthquake is reported in Eastern Mexico today. It registered 6 points on the Richter Scale. Ninety-eight people are reported dead and hundreds are homeless. This is the third earthquake in Mexico this year. The authorities try to discourage residents from living in this area but the lack of land forces people to live there.

The Queen is coming to Canada in April. She will visit Ottawa, Toronto, Winnipeg and Vancouver. She will open a new hospital in Toronto and visit a school named for her in Vancouver. The main reason for her visit is to publicize a new English aircraft. She will not be flying in her own royal plane.

A revolution has broken out in a small South American country. The revolutionaries are opposed to the present government which they say tortures people and prevents the poor from having enough to eat. The revolutionaries are receiving guns and ammunition from a neighbouring country. So far the uprising is being contained by government forces, but reports say that the people are supporting the revolutionaries and giving them shelter.

Gold has been discovered in Northern Saskatchewan. It is thought that the vein is very rich but the gold is difficult to extract because the ground is frozen most of the year. In spite of this difficulty people are flocking to Northern Saskatchewan from all over the United States and Canada. Several shanty towns have spring up. Authorities are concerned that sanitary facilities are insufficient. The local Indian Band says the land belongs to them by Treaty.

The local newspaper, The Morning Star, is going to stop publication. The owner of the paper says that circulation has been dropping for some time. Money from advertising is down. The owner says that The Morning Star is an old-fashioned paper and its readers are dying off. "Young people like something more sensational", he said yesterday. About 300 people including reporters and newsboys will be thrown out of work.

Skill Application

Participants will take partners.

Each participant will be provided with a newspaper clipping. The clipping should describe a general trend (e.g. Use of Marijuana Up in Schools) rather than an actual news event such as was used in the Skill Practice section.

Each participant reads his/her clipping to the partner. The partner should be able to paraphrase the trend of the clipping, giving at least five main facts and/or ideas.

Evaluation

Ask the group:

What did we practise doing today?

Can you imagine another way we could have practised doing the same thing?

Would you have liked to learn how to do it in a better way?

When will you use this skill?

Have the students think of as many occasions as possible when they can use this skill.

Ask them: What kind of problems in life are made easier if you use this skill?

ATTENDING BEHAVIOURS (4)

Overview

The student practises reflecting or mirroring the feelings of other people. The student does this by watching the body posture and facial expression of the other person as well as by listening to what s/he says.

Some students may be very uncomfortable with other people's feelings.

Resources Required

Film clip.
Several photographs as described in the lesson plans.
An overhead projector.
Thumb tacks.
A box containing slips of paper with the name of a participant on each one.
A "script" for each participant. "Scripts" should outline what is to be said as well as body posture and facial expression to be adopted.
A box from which each participant may draw his/her "script".
Chairs for group members.

Objective

By the end of the lesson each participant will be able to identify the feeling or feelings being projected (feelings may be in conflict) and will be able to make a reflecting or mirroring remark.

Stimulus

Tell the student that this lesson helps them even more in understanding other people and getting along with them. Up until now they have practised listening to others to understand exactly what they are saying. In this lesson students will practise understanding what people are feeling as well as what they are saying.

Tell the students that in this lesson it will be necessary to watch out for two parts of the way people behave: their body posture and what they say.

Tell the students that when people are expressing feelings it is helpful to both people if the listener can show s/he understands what the other person is feeling. It relieves the feelings of the speaker and makes him or her feel warm toward the listener who has shown that s/he understands.

The listener shows that s/he understands by stating back to the speaker what he or she has said. Tell the students, "We call this reflecting or mirroring and this is a good description because we are telling the other person that this is the way they seem to us".

The goal of this lesson is that each and every one of you by the end of the lesson will be able to identify the feelings that an other person is having and make a remark that shows that you both understand and accept that person's feelings. In addition, of course, you will show with your body posture and eye contact that you are very much interested in the other person.

Evocation

Model the desired behavior for the students.

Tell them you are going to show them a film clip and that you will stop it at various points to show them how they should approach this problem.

Film clip:

An attractive woman is showing signs of anxiety. She is picking at her nail polish, smoking a cigarette and making facial grimaces; biting her lips; sucking her teeth and otherwise indicating anxiety.

Stop the film at this point. Say something like: It is quite clear that something is bothering this woman. The official word might be that she is showing anxiety but we don't have to be technical. We can tell ourselves she is uneasy or has something on her mind or she is worried. It doesn't matter what word is used so long as we notice what her behavior is telling us.

Restart film clip:

The woman continues her anxious behavior, lighting one cigarette from another, etc.

She speaks to the camera.

"I really don't know what to think. Sometimes I'm sure that my husband has another woman in his life. And then sometimes I think he really loves me. He's been very nice lately and that makes me feel good but then I read somewhere that if your husband is very nice to you and buys you presents, it's because of guilt. Sometimes he stays out very late. He always has a good reason. The other evening he said he was going bowling. He took his bowling ball, but he was very late coming back. I told him I'd been worried. He said he'd stayed to have a beer with the boys but when he kissed me there was no beer on his breath. Then, twice now the phone has rung and when I answered a woman's voice said "Sorry, wrong number". Of course, wrong numbers do happen. But often lately when I call his office, his secretary has said he wasn't in. I know he has a lot of meetings but usually she says he's in a meeting - these other times she's just said he wasn't in".

Stop the film clip. Tell the group that just as her behavior indicates, the woman is worried but from what she says she can't decide whether her husband is involved with someone else or not.

Say: A sympathetic listener might say: It seems to me you are worried. And you're confused, you keep sort of saying: maybe my husband is involved with another woman and maybe he isn't - you just can't be sure.

Re-start film clip

The woman continues: I feel very confused. If I ask him if there's someone else, he's sure to deny it. So there's no point in doing that. On the other hand I'm constantly afraid he's going to just up and leave or that he's going to come home one evening and ask for a divorce.

Stop the film clip.

Tell the group: At this point I might say: What you seem to be saying is not just that you're worried, but you're scared, too. Tell the group: If a sympathetic listener wanted to go further, they could say: You're scared to ask him if he has someone else and at the same time you're scared he's going to come and tell you there is someone else.

Tell the group: Sometimes when people tell us their problems or show their feelings, we want to do one of two things; we either want to pretend they don't have those feelings or we want to make them much worse than they are.

Tell the group: If I had felt uncomfortable with that woman, I might have said: Oh, you're making a fuss about nothing. What are you worrying for? That isn't going to happen!

If I had wanted to make the feelings much worse, I would have said: Oh you poor dear! How awful for you! You're quite right to be worried, you can't trust men!

Tell the group: And the other thing I did not do was give advice. I did not say "You had better ask him outright," or "Why don't you try making him jealous?"

Ask the group if anyone there feels uncomfortable when people show feelings. Try to have students discuss this difficulty. Get the group to the point of admitting that everyone does have emotions and feelings. If people show their feelings, it is usually because they want people to notice them. Tell participants they will get along much better with people if they show they are sympathetic.

Skill Practice/Objective Enquiry

Show participants a series of pictures (photographs are best) on an overhead projector. Ask them to identify the feelings the person is having. The photographs should show the entire person. Feelings projected could be:

sadness
anger
joy
dejection
anxiety
embarrassment
self-satisfaction
surprise
disgust

Participants need not necessarily label the emotions, they may describe them; for example: she is feeling real sad, or he looks real down in the dumps.

Take the photographs and pin them up around the room. Then read out the following statements and have participants match them to the photographs.

I really surprised myself. I did a great job on that piece of work.

My dog died. I'd had him for twelve years and he was very cute and I often thought he was my best friend. I just got hired for a really great job. I can't wait to begin. Boy am I lucky!

That turkey! He can't do that to me! Left me holding the bag and looking like a fool! I'm gonna give him a piece of my mind!

Behavior like that is terrible. I don't even want to know her anymore. I can't imagine why anyone would do anything so sneaky. She really knifed you in the back!

Nothing's going right for me. My boss is mad at me. I've got a toothache and my best friend has gone to Florida.

This waiting is terrible! If only I could get the interview over and done with! What if they ask me something I don't know! I hope they like me; it'll be terrible if they take one look and decide I just won't fit in. Oh, I feel terrible!

You're kidding! I can't believe we're having weather like that at this time of year. What is the world coming to! They'll be having a heat wave at the North Pole next.

Oh, I could just die! How could I have said anything so dumb! They must think I haven't any sense at all. I'll never be able to look anyone in the face again.

After each correct or, at least possible, matching, the group is to think of a mirroring statement.

It should start with:

It seems to me, or
What you seem to be saying is, or something other than a flat statement of opinion.

Make sure that one person does not answer all the questions.

Tell the group: Now we are going to do something a little harder. Take each photograph in turn and put it together with a non-matching statement. Ask the group, for example, what they would say if the person showing anger made the remark about being glad about getting a wonderful job.

Ask the group (or any individual): Which seems stronger, the body and facial posture or the statement?

Ask how they would respond. In every case allow for some discussion about the ambiguity of the situation. Ask the group how this could happen. In every case try to reach a consensus.

Get them to decide what a sympathetic person should say when the body and facial postures do not go with the feeling expressed. (Do not allow them to decide to say nothing).

Mismatch every picture with every statement and have the group decide what would be a good mirroring statement. In all the mirroring statements make sure that the group does not allow for remarks that detract from the person's feeling or add to them. Nor may they give advice.

Now show the group a series of pictures in which the body posture and facial expressions are much more ambiguous.

One picture could show a man stretched out on a sofa.

One picture could show a person gazing into space.

One picture could show a person frowning very slightly.

One picture could show a person winking.

One picture could show a person smiling very slightly.

Participants can choose any three of the following statements to go with each of the photographs.

Where did I put the keys?
Oh, I'm so bored.
That was a wonderful movie. I wish I could have lived in those days.
I can really only see well out of one eye.

I hope I'm not going to throw up.
If it gets any hotter, I'll melt.
I wonder if that's right?
Boy, you don't get a hamburger like that every day.
I hope we understand each other.
I'm too tense, it's really good to relax.
I want to stop thinking about that; it really hurts too much.
I didn't really do that as well as I could.
I've got the cutest kids in the world.
Can you beat that! I'm top salesman in the company!
Between you and me, I sure fixed his wagon.

Tell the group to match three statements with each picture. Do not allow any obvious mismatches but be flexible because the pictures are purposely ambiguous.

Ask the group which would have the most influence on their mirroring: the body posture and facial expression or the statement expressed?

Have the group make up a mirroring response for every statement.

Skill Application

Tell the group they are going to role play.

Every participant is to draw the name of a partner out of a box.

Every participant is to draw a "script" out of a box. The "script" will indicate what the individual is to say. It will also indicate the body posture and facial expression to be adopted. Each couple in turn will practise "mirroring" or reflecting what the other person is projecting.

Evaluation

Ask: What is the purpose of the skill we used today?

How did we find out about it?

When would be a good time to use it?

What is likely to happen when we use this skill?

ATTENDING BEHAVIOURS (5)

Overview

This is not a lesson as such in the sense that some new material is being presented and taught.

It represents, as it were, homework, the putting into practice of the sum of the previous four lessons. In this assignment the students undertake to use their newly acquired attending behaviors outside of the classroom, in their daily lives. The purpose is for them to experience the enriched feedback that occurs as the result of making an attempt to give someone else one's full attention. It is anticipated that although the feedback will be favourable, not all participants will be comfortable with this feedback. Difficulties with this feedback and any other results of use of these skills will be dealt with several lessons hence.

Objective

The objective of this assignment is that students will use at least three of the attending behaviors with people they encounter in their daily lives outside of their classroom activities.

Stimulus

Remind students that they have now practised four ways of attending to whomever they are talking. They have even practised using more than one skill at a time. The purpose of the present assignment is for them to use at least three of the skills at one time with people they meet outside of the classroom. It is, after all, useless to learn new ways of talking to people if one never uses these newly learned methods. In addition, it is important for the participants to realize that these newly-learned techniques evoke a satisfying response from the person on whom the techniques are to be practised.

The immediate goal of this assignment is that within the coming week, participants will have used at least 3 of the newly acquired skills (mirroring or reflecting may not be necessary) on at least two of their acquaintances, friends or relations. They are to note the reactions of the other person as well as their own reactions to this interchange.

Evocation

Ask the students what their feelings are about this assignment. Accept expressions of anxiety and nervousness or uncertainty. Some people may be uncomfortable with the "closeness". Did anything bad happen? If no one expresses any anxiety, let it be known that it is perfectly acceptable to feel anxious or uncertain. At the same time be very positive about the need to practise attending skills outside of the classroom. Lead a re-discussion of the good results that may follow from the use of the attending skills. Emphasize that just learning things in the classroom is pointless if one is never going to use them in the real world.

Open up a discussion if necessary about subjects or facts students learned in school that they have never used. This ought not to be difficult. Contrast these facts and knowledge with the fact that we constantly in our daily lives encounter other people and must deal with them. Therefore the "homework" they are about to do, the skills they have learned and are about to practise will be of constant use to them.

Objective Enquiry

At this point, explain that everyone must name at least two people on whom they are going to use their attending skills: Let group members help each other in deciding upon the two people each will choose.

Some people may be living alone; they may have few people with whom they have a relationship of any intensity. It may be necessary to plan more carefully for such individuals; arrange for them to ask especially for some information or to make some kind of small, complicated purchase. In helping to arrange such an encounter, the coach should make sure that it is necessary to engage the goodwill and co-operation of the person on whom the skills are to be practised. A bus driver, for example, who routinely says: "If you're going to such and such a place, take the bus on the other side of the road", will not do.

Participants should, insofar as possible, specify the topic which will be the object of their practice as well as the person. Let it be known that a list is being kept with the name of every participant, the persons on whom they will be practising the attending behaviors and the projected subject for discussion.

The coach should decide whether group members should formally enter into contact with each other to carry out these activities or whether s/he should simply make it very clear that participants are firmly expected to live up to their commitments.

The coach should let participants know that carry-through is expected by devoting a few minutes every day to reminding and enquiring about progress of practise.

Skill Practice

As outlined.

Evaluation

Evaluation will take up an entire lesson a week after this assignment is given.

Participants should be aware of this fact, and it is probably desirable for the coach to give notice of and firmly establish the date when Evaluation will take place.

PORTRAYING ONESELF

Overview

In this lesson students draw a series of pictures of themselves engaged in what they think for them would be "ideal", situations. They then compare the implications of these pictures with each other and with the behavior goals they previously set for themselves. By displaying these idealized self-activities and behavior goals to the group, students share themselves with the group but in a non-threatening way. This is another step in learning to trust the group. Each student in turn with the help of the group examines the assumptions he or she is making about the sort of person he or she is or wishes to be.

The lesson helps to develop a clearer and more accurate sense of self. The coach is to discourage highly negative comment: the emphasis is upon positive achievement.

Resources

Large sheets of paper and charcoal or felt pen for each participant.

Large table on which participants can draw.

Chairs for participants.

Flip chart and felt pens.

Objective

Students at the end of the lesson can describe whatever inconsistencies exist between the various "idealized" selves that they have, and the behavior goals they chose before. They can state which goals or "idealized" selves, can co-exist and which are unrealistic.

Stimulus

Tell the students that this lesson is going to make them think about themselves, what they want out of life, what they really want to do.

Explain that we often want something without really thinking why we want it. If we ask "why" we want different things, as participants will do in this lesson, we may find we are pursuing contradictory goals. It will then be necessary to choose the most important.

Emphasize that many of the things we want in life may not be in conflict with each other. But if we ask "why" we want to do each of these things, we can see which of our goals are in conflict, which ones we had better give up and which ones we have been hanging onto for no reason.

Tell participants that the objective of this lesson is that they will ask "why" they have the fantasy goals for themselves that they do, and they will decide on which, if any, are in conflict. They will be able to state which "idealized" selves can exist side by side and which they have been hanging onto for no reason. Explain that some of our "idealized" selves we can hang onto because everyone has daydreams and they do no harm so long as we are aware that they are daydreams.

Tell the participants to draw several pictures of themselves in "idealized" activities. If asked, specify at least four pictures. Explain that this means pictures of themselves doing things they would really like to do (or really do like doing) or would like to be able to do.

Explain that most people do not have great artistic abilities so people can draw "stick" people if they like (demonstrate this) and reassure the group there is going to be a lot of discussion so if their drawings are not crystal clear, they can explain them.

Tell participants it is very important that they show themselves engaged in an activity. Say something like: "If you like baseball, show yourself playing baseball. Don't show yourself watching baseball. Don't show yourself watching soap-operas, show yourself engaged in some activity."

Evocation

Model the desired behavior for the group.

"Share" yourself by showing your own "idealized" selves.

Even if you draw well, make sure your sketches are not very good, so that you can say things like "This funny-looking object is meant to be a dog" and make students feel comfortable about their own drawings.

Example:

Following is the sort of demonstration the coach might give: I have drawn (   ) pictures of myself.

Here's the first:

> I'm a cowboy on a horse. These things here are meant to be cactuses. I'm tall in the saddle, just amblin' along like it says in the songs, all alone in the desert.
>
> In this picture I'm in my own home and I have guests in for dinner. These lines coming out of everyone's mouths are supposed to be us all laughing and enjoying ourselves.
>
> Here I am in a spaceship, zooming to the moon.

Here I am talking to someone. I'm behind a desk because I'm a counsellor or maybe a psychiatrist and this other person is confiding in me.

Here I am a scientist. That thing is supposed to be a microscope I'm looking down. I am all alone.

Here I am a successful politician; this briefcase is meant to show that I'm a cabinet minister or maybe even prime minister.

This weird picture is meant to show me on a surf board riding a big, blue wave.

So, now I ask myself why I draw these particular pictures.

The cowboy one is a fantasy I've had since I was little. I think of myself as a man of iron, all alone, not needing anyone, completely self-sufficient. Then when I ask myself "Why?" I don't know. I'm not going anywhere special. I'm being a man of iron but for no particular reason.

In the next picture I'm enjoying myself with my friends. Why? Well, I like people, I like to think I have friends that I can joke and laugh and feel comfortable with, I really enjoy being with other people.

On my way to the moon I'm all alone, so why do I want to do this? When I think about it I'm scared stiff. But I think I like it because I'm really interested in space exploration. Science fiction doesn't interest me, but planets and stars and galaxies do.

In the picture of myself as a counsellor or psychiatrist there's no problem. I know why I drew that. I like talking to people and getting close to them.

The one where I'm a scientist is kind of difficult. I can't do Math or Science and I know I like being with people and here I'm all alone so it's a little like the spaceship one. In some ways it doesn't make sense. But when I ask "Why?", I find that this idealized me is finding a way of helping people by finding a cure for some awful disease. So I'm kind of back to people again.

In the politician one, it's clear I have been successful with people or I wouldn't have been elected. When I ask why a cabinet minister, I think: do I want power? Do I want to feel important? I don't think I want power, I guess I wouldn't mind feeling important but mostly, again, I want to make things right that are wrong. I'm back to helping people.

Lastly why do I want to surf? It's an ideal me that feels free and relaxed and without pressures. In fact, I know I'd be as scared as I am in the spaceship so I don't think I want to try it very much. But I love the feeling of floating along without a care in the world.

So when I put these all together it seems to me that people, working with people, helping them and being with them is very important to me.

Now. I'm going to compare this conclusion with the behavioral goal I set for myself in the lesson on setting goals. Remember that lesson? Then, I said I wanted to get along better with people. This isn't very different from what mainly came out of my drawings, only in my drawings I moved ahead from just getting along better to wanting to help people.

The other "idealized" pictures of myself aren't a total loss. The cowboy one is pretty dumb and pointless; I can't think why I want to be all alone, a man of iron going nowhere when people are obviously important to me. I can keep this as a daydream so long as I know it's a daydream. What about the moon shot? Maybe I ought to do some reading, or go to some lectures on this subject if it interests me. It's good to have an outside interest. And what about the surfing one? Maybe this is me trying to tell myself something. Maybe I let things get on top of me and I feel pressured and tense. Maybe I ought to make a real effort to build some relaxation into my life.

Ask the group if they have any comments to make.

Suggest that they may see things differently from the way you do. Accept their comments in a relaxed way but do not encourage destructive comments. Say something like "Careful! That's playing too rough!"

Skill Practise/Objective Enquiry

Have the group sit around the table.

If no one volunteers to go first, choose someone on the basis of chance e.g. draw a name from a box.

Have each student explain his or her drawings.

If necessary remind students that they have to state a why for each picture. Emphasize this is the point of the whole exercise. If students cannot give a "logical" reason why, say "Maybe it makes you feel good. What kind of a feeling do you have about this picture? Maybe the why? is in the feeling it gives you".

Have students compare their pictures for agreement and disagreement or inconsistencies.

Have students compare their "ideal" pictures with the goals they set for themselves in the goal setting lesson.

Encourage other students to help in pointing out inconsistencies but show by your example that these inconsistencies happen frequently and do not allow destructive comments on ganging up. Say something like "Hey! We're here to help!" If another student notes an inconsistency and especially if it seems as if the critic is going to be harsh, cut in quickly with something like, "Well, can you suggest a way that So-and-So could make this ideal come true?

Could s/he keep it as a hobby or an interest? Could s/he keep it as a fantasy, or a sort of idea to relax with?" In other words, accept that there is inconsistency but try to turn destructive comments into constructive ones.

At the end, ask group members if they feel closer to each other? If there has been an obvious progression, the coach can point out that talking about oneself became easier with every person who participated.

Skill Application

Skill application phase occurs individually during the skill practice phase. After each participant has finished discussing his or her idealized pictures, comparing them with each other and with his or her previously established goals, each should be able to state what inconsistencies exist or what false assumptions she or he has made.

If several "ideal" selves can exist at one time in a person, he or she should be able to state whether the ideal, concerning the main stream of life, will be a hobby or is a daydream. It is perfectly possible that the ideal will show a part of the person that the individual wishes to abandon completely.

Evaluation

Ask the students: What did you learn about yourselves and other people today?

Do you have a different picture of yourselves?

Will what you have learned about other people and yourselves help in the future?

How?

BRAINSTORMING

Overview

This lesson gives practise in brainstorming and its more important side effect: deferment of judgment. In this lesson students learn the main principles of brainstorming, and are given a good deal of practice in it. They also learn to defer judgment on the value of ideas and suggestions.

Resources

Cartoons.

Chairs.

Gong, rattle, or noisemaker of some kind.

Objective

The objective is that by the end of the lesson each member of the group will be able to brainstorm at least two ideas on a subject and that there will have been at least one session where no one made a judgment on the ideas brainstormed.

Stimulus

Tell the students that in this lesson they will learn a technique that will help them overcome and solve problems they encounter. Tell them this is a technique that has been used in solving a great many problems in space projects and industry and that it is just as useful for solving everyday problems. Explain that it is a technique that can be used by one person, but it always works better in groups because one person can spark a new idea in another person. One idea is never more valuable than another. Tell them that the technique is called "brainstorming". Explain that brainstorming is a way of finding solutions to problems. Emphasize the two important aspects of brainstorming. In your own words tell them:

(1) "anything goes", that is, people may suggest any solution that comes to mind even if it's quite fantastic.

This means:

(2) deferring or putting off judging the value of an idea. Explain that later on, of course, the group will have to judge whether a proposed solution will work or not, but for the moment no one must say anything like "That's no good" or even "That is good."

Say something like, "I am going to "gong" anyone who judges an idea whether it's judged as good or bad. (Show them the gong and sound it or any other noisemaker you may have decided to use). The important thing is to produce lots and lots of ideas. It is perfectly all right to build on someone else's idea."

To make sure the group understands brainstorming, ask someone in the group to explain the two points you have made. Help and correct if necessary. When you are sure that the group understands the idea, tell them the objectives.

Tell them the objective of this lesson is that they should use their minds to think of as many solutions as possible and that above all they must defer or put off judging the value of a solution.

By the end of the lesson each person in the group will be able to suggest at least two solutions to a problem, and will be able to refrain from making judgments on the value of his or her own or someone else's solutions. In the discussion, the gong (or raspberry or whichever noisemaker has been selected) will not be heard at all.

Evocation

Model the behavior for the students. Tell them that brainstorming is really done best in groups, but that you are going to give an example by yourself so that they will get the idea. Ask: What can I do with a brick? Warn them they are not to indicate approval or disapproval of anything you suggest. If anyone does, you will "gong" him or her. Then start giving answers, e.g.

A brick could be used
- as a bookend
- as a doorstop
- to hit someone over the head
- to hold something down
- to eat off
- to tenderize meat
- to stop up a mouse hole
- to keep warm
- as shelter, etc

After you have made a few suggestions, ask for further suggestions from the group. Congratulate the group on suggestions made and judgment withheld. Explain that just for fun you will now go on to the next step. They are to note that you are still withholding negative judgment.

Go over the suggestions. If any of the suggestions presents difficulty, ask (something like) "what could be done to make the brick different?" e.g.: a cold brick won't keep anyone warm but if the brick is heated it can keep a person warm; be used to warm a bed, etc; one brick won't provide shelter but many bricks put together with cement, could.

The emphasis is upon the elimination of difficulties rather than their acceptance. This review of the first ideas is to emphasize that it is possible to keep brainstorming problems almost indefinitely.

Skill Practice/Objective Inquiry

Tell the group that they are to brainstorm:

In what ways might one use a coat hanger?

Repeat that one purpose is to have lots and lots of ideas. Sound the gong (or buzzer or whatever noisemaker you have decided upon) to remind the group that the main purpose is to put off making a judgement and that you will be "gonging" anyone who does so. After the group has lost its first rush of ideas, prompt the group. Ask questions, such as:

Could we use a coat hanger to help cook?
Could we use it to help in growing plants?
Could it give shelter?
Could it give warmth? etc.

If the group seems pleased with itself, go over the list of ideas and brainstorm for any necessary modifications in order to make a previous idea really usable.

Show the group a cartoon depicting one person with his/her leg in a cast and on crutches. The person is explaining to a friend how the accident happened. Have the group brainstorm what the invalid is saying. How did he/she break his/her leg?. Use the same method as before, encourage the flow of ideas and "gong" anyone who makes a judgement about the value of an idea.

Show a cartoon of one person telling another one off; the cartoon should depict a work setting. Have the group brainstorm what the culprit has done wrong.

Tell them: "Eleanor takes a new job, she is very anxious to be liked and to be popular. What should she do?" Ask them: "How many ways can this group think of to go about looking for a job?"

One by one, have each member come up and lead the brainstorming session. Each group member will pick a topic and use the gong to squelch judgments from group members. Suggested topics are:

What uses might be made of a telephone book?
How many ways can the group think of to get from one side of town to the other?
How might we use a saucepan?
Name some things a person should not do in a job interview.
If you were given a piece of land 24 feet by 24 feet square, what would you do with it?
Think of a leisure activity that could be used to fill two hours.
Brainstorm a new name for this course.

Brainstorm a new name for bowling.
How could you find out what someone looked like if you couldn't see the person with your eyes?
How might one use an old wood burning stove?
Think of some uses for an old oil barrel.
What are the ways you could use to find out how to get to another town?

Skill Application

Skill application will have occurred during any of the preceding exercises if everyone has made at least two contributions on any given subject and there has been at least one session where no one judged an idea as it was expressed. If extra practice is needed, try the following: A man is trekking through the bush. He comes to a small river he must cross. There is no bridge or boat. How might he cross the river?

Evaluation

Ask the group:

What skill did you learn today?
How might you use it in the future?
Can you think of a particular problem it might help you solve?
Can you think of how it might help you solve a problem?

SURVEYING MARKETABLE SKILLS

Overview

In this lesson students learn to take activities apart and to analyze them into their component elements. This ability to analyze or take apart is an important step in cognition, particularly in the developing of goals and activities necessary for problem solving. The eventual outcome of this lesson is that students can analyze their own activities, both at work and at home, into abilities or skills which are either immediately marketable or which prepare the way for further training. The main purpose of the lesson is to develop the ability to analyze or to break activities down into their component parts. The emphasis upon the subject matter, the student's own activities, helps to make the activity more immediately interesting, to heighten the sense of self.

Objective

By the end of the lesson, each student will have made a stab at analyzing his or her own activities and will be able to name at least three marketable skills.

Stimulus

Tell the students that this lesson will help them to analyze subject matter, especially activities, into their separate parts. This lesson will help them in their approach to tasks they may have to undertake. But the most important thing they will learn is how to analyze their own activities into skills so that they can see that they have some skills which are useful to our employers. Explain that skills which are useful to an employee are called marketable skills. When students discover their marketable skills, they will have an idea of where they may get a job or, if they want, what further training they may take to prepare them for a job.

Tell the students that the objective of the lesson is that each will be able to analyze his or her leisure and work activities so that s/he can name at least three marketable skills that s/he possesses.

Give them an example. Say: Gerry is seventeen and has just finished school. For years he has kept himself in pocket money with an early morning paper route. In the last two years of school he worked as a delivery boy for the local drugstore after school. Between school and working, Gerry did not have time for extra-curricular activities, but when he could he liked to fish and he has fished for a variety of fish. He is interested in hunting. He watches sports a great deal on T.V., almost any kind of sport interests him, but he has been particularly fascinated by tennis and skiing. Then say: It may sound as if Gerry, who is just out of school, doesn't have many skills, especially many marketable skills, but you should start thinking of what skills he has.

Evocation

Ask the group for suggestions about the separate parts of Gerry's activities. As they name them list them on a flip chart. For example when Gerry delivered papers, he had to:

pick up the papers from a drop point
count them to make sure he had enough
deliver the paper to the correct address
collect payments, make change
issue receipts
canvas for new customers
keep records of payments and deliveries made
meet the public

When he delivered for the drugstore after school, he had to: deliver the package to the correct address, take payment and make change.

Add: When we look at Gerry's activities we see that there are some hidden activities, that is, he was using some skills in his mind; for example, he had to plan his delivery route so as to make his deliveries take up the least possible time. Ask for any suggestions of the hidden work skills. Write them down on a flip chart. They might include:

he had to know his territory
he had to be responsible in his attitude; people want their newspapers and they may need their medicines
he understands the need to be careful

Ask for suggestions about Gerry's leisure activities:

in fishing he would have developed the necessary skills for a variety of types of fishing
by watching a lot of sports on TV, he would have a good knowledge of what is needed for success in sports

Ask the group for suggestions as to the kind of work Gerry might be able to do: he might be any kind of a salesperson; he might particularly be a good salesperson; since he's good at finding his way around, making change, etc., he could drive a taxi; he could go another way, take some training and become a bookkeeper. The coach may have to prompt these replies or supply them.

Skill Practice/Objective Inquiry

I. Tell them: Sandra loves to sew. She has decided to make some curtains for her room. What activities would making curtains break down into? As the group suggests activities, write them on the flip chart, e.g.

purchasing fabric ....calculating the quantity needed
matching or contrasting colours

Have the group decide which of the skills are marketable and which are not. Ask for suggestions as to possible jobs Sandra might be ready for, or training she might take.

II. Tell them: Fred has decided to use a part of his garden for growing vegetables. What activities are involved in preparing a piece of ground, planting and growing vegetables? Use the same method as with the first exercise, being certain that the group includes "hidden skills", e.g., following instructions (on seed packages), watching out for pests or checking the progress of the plants.

III. Tell them: Roberta has to find a job. She has some work experience but she doesn't think any of it is very saleable. Here are the jobs she has had and here are the activities she performed. First she worked as a chocolate-machine operator:

she turned on switches and valves
she pushed levers to start the machine
she adjusted various parts of the machine
she examined the chocolates to make sure they were properly coated

She sometimes helps a local caterer:

she arranges tables and decorations
makes little fancy sandwiches and cakes
serves the guests food and drink
washes and packs utensils

She has worked as a pressor for a dry-cleaner:

she placed the garment on the padded machine
she pulled levers or depressed pedals to grip the article
she pressed buttons to bring pressor down
examined garment and arranged it to give it more steam if necessary

Roberta like to tool leather as a hobby. She has a knitting machine at home and makes all the family's knitwear. She often drives her husband's truck into town.

Say (something like): so now we see what activities Roberta did in her jobs and we can try and decide what sort of skills she has. Help (if necessary) the group to decide what sort of skills Roberta has to offer an employer. Help them to see something like:

she is able to operate machinery: pull levers, regulate switches and valves, adjust various parts of the machine
she can examine and check on what she is doing so she can regulate her activities and the machines
she seems to have good eye-hand coordination
she can arrange things so that they have a good or suitable appearance

Hidden skills:

she is not afraid of handling machinery
she gets to work on time and regularly

(You might bring out):

she has not worked much with people

Ask the group to suggest jobs for which Roberta might be especially suitable - even if she might have to take some additional training. Warn them that they should not be "sexist" in their thinking; there may be some non-traditional jobs for which Roberta is suited.

IV. Tell the group: Now you are going to decide what marketable skills Bert has. Tell the group you will help out if they get stuck and don't know what activities are involved in an occupation. Bert is looking for a new job, but he is not certain what marketable skills he has. He has had a number of different jobs. He has been a jack-hammer operator, and a taxi-driver, and he helped operate a roller-coaster at the local fair. Bert is social secretary of his bowling club. He bowls with his friends once a week. He is a member of Big Brothers. Around the house he enjoys doing small carpentry jobs.

As the group analyzes Bert's skills, be sure to throw in remarks such as: "Bert has been given a lot of praise for that", or "The public really appreciates Bert's cheery manner", so that it is clear that he does some skills better than others. You may even say things like "Bert was fired because he was not strong enough to work the jack-hammer really well", or "Bert likes to fix things around the house, but his wife wishes he would knock it off."

Have the group make up a list of Bert's marketable skills. Be sure they include hidden "skills" such as punctuality or being good-natured or showing consideration for other people.

Skill Application

Explain to the group that each individual is now going to discover what his or her marketable skills are: Distribute pencils and paper to every member. Have participants form groups of 2 or 3 so that they can help each other. First each member is to write down any job s/he has held for more than a month. Group members help each other analyze the skills involved in each job. Each member then lists the skills.

1. Members should think of hobbies they may have and list skills acquired through these hobbies. Members help each other as before.

2. They list activities they perform around the house, particularly activities they enjoy. These activities are analyzed into skills as before.

3. They list any community activities and resultant skills.

4. Members then go through the list of skills they have and cross out those they know they do not perform well. They also cross out those they do not think will be of any use in the labour market, and they star those for which they have received praise: the latter are their marketable skills.

Instruct students to keep their list of marketable skills.

Evaluation

Ask the students: Did you learn today that you had more marketable skills than you had thought? Which ones did you not realize you had? Did you learn a new way of looking at jobs, today? How might that help you when you are looking for a job? What do you think is in the mind of the person who is interviewing you for a job?

NON-STRESSFUL FEEDBACK

Overview

The purpose of this lesson is to expose the participants to non-stressful feedback and to have them acknowledge it cognitively. This exercise gets students used to the idea of accepting feedback and to the idea that they may have a different impact on other people than the one they imagined. Students will learn this by filling out checklists about themselves and comparing them with checklists filled out about them by other people and by seeing themselves being interviewed and interviewing other people on videotape.

Resources

Pencils and paper.

Copies of "Private" Checklist.

Copies of "What Sort of a Person...?" Checklist.

Videotape equipment.

Box containing slips of paper with the name of a participant written on each one.

Objective

At the end of this lesson, students will be able to list 3 aspects of themselves that they have learned through feedback from others and/or by watching themselves on videotape.

Stimulus

Tell the students that this lesson helps them find out about themselves. First, they will try just thinking about themselves to themselves. Then they will have some experience in comparing the way they think of themselves with the way other people think of them. Finally, everyone will have a chance to see themselves the way other people see them.

Emphasize to the students that this is a fun project and nothing negative is going to be said. Make some joke such as: "After all, we are going to be studying the most fascinating subject in the world: you! Could anything be more interesting?"

Explain that the first check-off list is for their own information and for practice. They can keep it private or share it with the group. Explain that the second check-off list is for purposes of comparison. Each person will check-off one list for him or herself and one for another person.

Then show the videotape equipment and explain how it operates. Explain that each participant is going to interview, and be interviewed by another member of the group. Promise them the tape is for their benefit only and will not be shown outside of the group and will be erased when no longer needed. Tell them the goal of this lesson is that each person should have a better idea of how other people see him or her. By the end each person should know at least 3 things about how other people view them that they did not know before.

Evocation

Model the behavior for the students. Show them the first checklist and say: "Here is the first, "private" checklist. When you do this no one but yourselves will see it, but I'm going to do mine in public so you can see how to do it." Then go down the "What sort of a person?" list and show them how you decide to check off or reject an item.

Then say: "Next we are going to compare what we think of ourselves with what other people think of us. You can see from the list that there is nothing very frightening on it. First I check off the things I think about myself. For example, I don't think I'm clever with my hands; and I'm not an especially good public speaker, but there are some of these things I agree with so I'll check them off. Now if my best friend were to check off this list about me, he or she might check off different items. Then I'd have some idea of the way other people see me. Since there is nothing awful on the list like "a real creep", I don't have to worry at all, but it will be interesting to see the differences".

Say: "Each of you is going to have a partner or maybe two. There, you'll fill out one of the forms with yourself in mind, and then fill out one with your partner in mind. Then you compare what your partner thinks about you with what you think about yourself".

Ask the students how they feel about doing these activities. Give reassurance if necessary about the non-threatening nature of the lists. Assure them that the people who made up the lists were simply looking for differences and that none of the characteristics or activities are considered better than others.

Then ask them how they feel about being recorded on the videotape. Say: "I have made up a list of questions and I am going to interview myself." Have one of the students run the video equipment while you play both parts of interviewer and interviewee. Then re-play the videotape and make a critique of yourself. Keep the tone of the critique light, but do not say anything extremely negative. You can say something like "Gosh! I don't seem to be able to make up my mind about anything," or "I really seem quite calm, don't I? I must be good at this."

Ask if anyone is still worrying about the videotape. Explain that hardly anyone comes out looking like Burt Reynolds or Cheryl Tiegs. The important thing is that we see ourselves as others see us. If the group is still nervous, you can let people practise using the equipment on one or two braver members. (Taking "action" shots with a Polaroid camera may be helpful in accustoming people to the videotape idea).

Skill Practice/Objective Inquiry

Hand out "private" check off lists. Explain that participants may check off as many of the items as they wish.

Private Check Off List:

When I have some free time I like to:

- talk to a friend
- go to the movies with a friend
- read
- go fishing
- do a team sport
- do some other kind of sport
- make something with my hands, e.g. knit, sew, carpenter, etc.
- go to a party
- give a party
- go for a walk by myself
- watch television
- dance
- play a musical instrument
- go drinking with some friends
- anything else (write it down)

If I could be anyone else in the world but myself, I would be: (Each participant makes his/her own list.)

Reaffirm to the group that this checklist was just for practice. Ask them if they would like to talk about their answers to "who I would like to be if I could be anyone else but myself." Say this is usually fun and could be used to see whether other people agree with your idealized self or not. Do not push it.

Have half the group draw the name of a partner out of a box. Give each participant two copies of the "What Sort of a Person..." checklist. They are to write their own name at the top of one list and their partner's name at the top of the other. Then they are to check off one list for themselves and another for their partner. They may only check off 5 items. Each person then gives the partner the list they have checked off for him/her. Each person then compares his own "What Sort of a Person..." list with the one the partner has checked off for him/her.

What Sort of a Person Check-Off List

(Name) ----------- is

- clever with his/her hands
- a good public speaker
- a good pal to go drinking with
- a good hunter
- easy to talk to
- a nice person but shy
- friendly
- someone you can tell your troubles to
- a good person to watch a game with
- a real swinger
- an honest person
- a straight talker
- a polite person
- a warm person
- cheerful

Ask the group how they feel about any differences there are between the checklists they made out about themselves and the checklist made out by their partner. Are they surprised? Do they disagree or mainly agree with the other person's assessment?

Ask the group how they feel about trying the same thing with another partner. Would they like to see if someone else has the same view of them as their first partner? If they seem interested or at least not negative, let them try filling out a check-off form for a new partner. Have participants study the two partners' lists for agreement.

Tell them that the group is now to get ready for the most fun part of the lesson: the videotape. Since each person is going to interview someone as well as be interviewed, tell everyone to make a list of questions. They should have at least five, but seven or more is best. They can ask people their opinions if they like e.g. "Do you think it should be legal to smoke marijuana?" Have every participant draw the name of a partner to interview (i.e. partners will not interview each other). Have the most relaxed members of the group start off. Play back the videotape after each interview. Try to have each participant comment on his or her own "performance". Press for aspects of themselves they find surprising.

Skill Application

Have each person write down three new things she or he has learned about how other people see him or her. If the group seems to feel fairly comfortable, you can ask if participants are planning to use their new knowledge about themselves in any special way.

If the group seems comfortable, you can ask people to name the new things they have found out about how people see them. What was the thing they liked the best.

Evaluation

Review the lesson. Ask students "What was the purpose of the lesson today? How did you get the information you have now? What are other ways you could get the same information? Are there other ways you could get the same information? Will this new information you have about yourself be useful?"

ATTENDING BEHAVIOURS (6)

Overview

In this lesson, which is more properly a session since nothing new is learned, participants are helped to come to terms with the emotions, possibly some of them of an uncomfortable nature, which will result from their new ways of meeting people and their new assessment of themselves. It is anticipated that since participants will generally begin the course with a low self-image resulting partly from poor interpersonal skills, they may have difficulty in dealing with positive feedback. The difficulties will probably be of two kinds: feelings of unworthiness and just plain embarrassment. It is possible that there may be some anxiety generated by the fact that use of the attending behaviours demands a greater responsibility from the user. The coach should keep this fact in mind but not necessarily allow it to surface during the session. There is also some attempt to make students aware of themselves as individuals, to increase the sense of self.

Resources

audiotape
spotlight
as many small trophies ("winnies") as there are participants.

Objective

The goal of this lesson is two-fold: to make participants more comfortable with new feelings associated with feedback from improved attending behaviour and to encourage them to continue using these behaviours, or to ensure them that it is desirable and profitable to continue with these behaviours. A third goal, touched on only lightly, is to emphasize the increased sense of self arising from use of attending skills.

Stimulus

Remind participants that they have all been practising newly-learned attending behaviours. Go over with each participant what he or she undertook as (a) practice assignment(s).

In this session, the group will discuss the emotions and feelings that they have experienced when they practised these new skills and when they experienced the lesson on feedback. When we change our behaviour toward other people, we can expect them to change their behaviour toward us. It is the feelings resulting from these changed behaviours that will be discussed.

Participants will also discuss the question of whether they have really changed and if so how much. Have these changes caused them to have a different picture of themselves? How is the picture different?

The main object of this session is to get used to the idea of being a more effective and successful person. This sounds as if it ought not to have any difficulties attached, but we may discover that some people are not very comfortable with this new idea or way of thinking of themselves.

The goal of this session is to help participants deal with the feedback from improved attending behaviours and to encourage them to continue their use. They will be able to accept proof of their improved skills with an appearance of self-assurance (even if they feel secretly less sure of their merit).

Evocation

Talk about feeling comfortable with success or improvement: "I'll give you an example that we've more or less all run into. You pay a friend a compliment and it makes him or her feel uncomfortable. A friend bakes a cake. You taste it and compliment her. You tell her it is delicious. If the friend says: "Thank you", you both feel comfortable. If the friend says: "Oh, this was a real disaster. I'm really ashamed to serve it!", there are two sorts of things happening:

(1) She's telling you either that you're a liar or that you can't tell the difference between good and bad cake.
(2) She's telling you that she couldn't possibly be really worthy of your compliment and good opinion.

Neither of these things has anything to do with what the cake tastes like. It's still a good cake. But now it's all muddled up with whether you're a liar or too stupid to know good from bad or with whether your friend thinks she's a worthwhile person.

Ask the group if they have ever had the experience of paying someone a compliment and then having the person deny the truth of it. Have any of them even felt uncomfortable with a compliment even though they know they deserved it?

Say it is fairly common to feel uncomfortable with a compliment.

This is what we're really going to talk about today. Maybe you don't feel as if you really deserve all the good things that happen to you when you use your attending behaviors. But if you don't, who does? It was you who put out the effort.

Remind participants of Academy Awards from Hollywood. Winners often seem to feel as if they don't entirely deserve their awards. They often say "This award really should go to all the wonderful people that helped me". This doesn't stop them from running down the aisle to accept the award. And they're right. They won it. Maybe last year they didn't turn in such a good performance, but this year they did.

And what we're talking about today is the same for you. Maybe you didn't use the attending skills before, but you do now. Maybe you feel you don't deserve to have any success but you have. So run down the aisle and grab your award.

Skill Practice/Objective Enquiry

Ask each person in the group in turn to describe and talk about their experience in using their new attending skills.

Ask:
- How did the other person react? Were they surprised by your behavior? Pleased? Relieved to have someone who would listen to them?
- Did these new skills at any time help you in a way you had not thought they would? Did it help you to settle a fight? Did you find that you were, for example, able to talk to an old lady on the bus? Did you get better help in a store? Do you think this other person may help you out sometime in the future?

As each individual recounts his/her experience, the coach should make private notes of successful feedback for use during the Skill Application phase.

With the help and involvement of the group, any positive results from use of new skills should be listed on flip chart.

The coach should lead group discussion on feelings people have in response to positive feedback. Did any participants feel really good about themselves? Were they able to show it? How? What did they do or say? Did they feel really good about themselves and not be able to show it? Did they feel awkward and embarrassed? Did they deny that they had really helped or were really easier people to deal with?

It is the negative feelings, the feelings of embarrassment, that need attention, although the people who were able to accept positive feedback well should be given a lot of support.

Remind the people who were embarrassed for the movie stars, etc. winning the awards. Emphasize that feeling unworthy and embarrassed is not unusual but it's unrealistic. The movie stars really did win the awards; group members really have learned to function better. Using sharing of self if necessary e.g. "I feel good about myself because...", contrive to have "bashful" members accept that they feel good about themselves and that this is an exhilarating feeling.

Lead the group in discussing the next points:

If I have learned these new skills and I'm getting these new kinds of feedback, how do I feel about myself?

Are there parts of my personality that work differently? How?

How do I feel about these changes in myself?

When I start using these attending skills am I more aware of myself as a person?

Does anyone in the group begin to think of his/her capacity for impact on other people?

Does anybody feel uncomfortable with these new feelings about him or herself? Agree that change is very difficult to accept.

Ask the group for opinions about why change is so difficult. Be sure to press for participation from the group. Say something like: Sometimes we keep wearing a pair of old, comfortable shoes even though we know the new ones keep the rain out better, and we'll get used to them in time, too. Say something like: Why do we want to hang onto old ways of behaving when we have new ones that work better for us? Tell them: You can get used to being a winner.

Through the group discussion and feedback, participants should be more comfortable with themselves and their new ways of behaving. The coach has to feel his/her way about this. If it is already clear that the group is feeling good, this step can be omitted.

In any case, if s/he judges it necessary, the coach should have participants repeat stories of positive feedback and urge them to make a positive statement about themselves in this regard.

Skill Application

Tell the group that they are now expected to be able to accept proof of their new improved behaviors. Explain that everyone will be expected to accept a compliment on his/her achievement, say "Thank you", mention a skill which he or she found particularly helpful and say how pleased they are.

Have the group arrange chairs in auditorium or audience style i.e. not in a circle. Try to create an atmosphere of fun. Switch on audiotape playing portentous music e.g. the music from Star Wars or Richard Strauss' Music from 2001.
Switch on a spotlight.

The coach moves into spotlight, turns off music and says (something like):

> "Ladies and Gentlemen. Welcome to the (first) annual Winnie Awards. I am greatly honoured to have been invited by the Academy of Cool, Coping, Laid Back and Generally All Round, All right Life Skills Arts and Sciences, to make these awards today. As you know, the Winnie is given to those who have made the first steps toward being winners in Life Skills. That's where we get the name, Winnie. Winnie's are definitely not for losers.

And the first Winnie this afternoon is for the category of (describes achievement of one participant). And the winner is... (names participant). Will s/he please step forward to accept his/her Winnie.

The coach then switches on the audiotaped music while participant comes forward to accept award. S/he invites "winner" into the spotlight, presents award and then moves out of limelight to allow the winner to make an "acceptance" speech.

The winner's acceptance speech should include:

(a) thanks to the "Academy" or coach for the award
(b) mention of at least one skill that helped him or her.

The coach then moves on to the next winner until all participants have accepted "awards".

Evaluation

Ask the students:

What was the main purpose of today's session?

What was the basic source of information?

Could we have got this information any other way?

In what ways can students use the new knowledge of themselves gained today?

TEACHING THE ATTENDING BEHAVIOURS

Overview

In this lesson which is carried over into "homework", participants make plans to teach the Attending Behaviours to another individual. There are several purposes for this lesson. In the first place, teaching a subject is a good way of ensuring that an individual knows it. It is reasoned that if participants can teach the Attending Behaviours, they must certainly know them. The lesson also offers direct experience with the primary management techniques:

1. To set goals
2. To list and describe the steps to achieve the goals, and
3. To set standards by which it is possible to measure your own performance of people you are managing.

Participants set goals for themselves, or, more specifically, their students, and they list, describe, plan and outline the steps necessary to achieve the goals. In stating their goals, participants are asked to be specific about the kind and level of performance they will accept as indicating achievement of the goals. In other words they must indicate the standards by which they will measure the performance of their students.

Looked at from another angle, the lesson provides a practical experience with simple Problem-Solving - not very different in this case, from Management Techniques. Participants generate a global goal, separate the issues and decide on problem-solving behaviours (generate alternatives) which, they predict, will lead to the achievement of their specified goals.

(The results of the chosen methods of teaching, measured against a previously established behaviour goal and the direct experience with feedback and its cognitive assimilation are dealt with in a Follow-up lesson).

In addition, the lesson will encourage participants to believe that they can take an active part in affecting their surroundings. They can be the teacher instead of the taught. They can take the initiative. They do not always have to be passive.

Resources

- Paper, pencils
- Teaching Attenting Behaviour Sheets (Sample at the end of the lesson)
- Flip-chart and felt-tipped pen

Objectives

By the end of the lesson students will have:
- selected an individual to whom they wish to teach the Attending Behaviours,
- decided upon desired behaviour goals that go to make up the Attending Behaviours,

- decided upon the best methods by which to teach and/or achieve these behaviours.

They will be able to state what level or frequency of the desired behaviours will satisfy them that they have achieved these goals.

Stimulus

Tell the students that in this lesson they are going to plan how to teach the Attending Behaviours to someone else. Remind them that the Attending Behaviours were the first thing they learned when they started the course. Reassure the class that you will be reviewing the Attending Behaviours shortly in case anyone has forgotten details. Point out to them that having to teach something one thinks one knows is a good way of clearing up any uncertainties one may have oneself.

Explain that teaching requires careful planning and each person will have to be certain about the approach s/he will take in imparting his/her knowledge to the chosen student. As the group members proceed with their individual teaching plans, they will gain experience in how to approach and overcome difficulties in life. Tell them that this process is called problem-solving.

Tell the group members that they will learn that accomplishing things in life is not a question of taking a hit-or-miss run at things. Planning is necessary.

Introduce the idea of management. A large part of management is planning. Although it often seems as if managers simply tell people what to do, they are usually trying to get people to do something in order to complete a plan.

Management is not just for the work situation; it can be applied to practically any human goal although some plans require more planning than others. Give an example: obviously it takes more planning to put a man on the moon than it does to take the bus downtown.

Tell the students that on this lesson they will learn several of the first steps in management-planning. They are:

- deciding on one's goals, in other words, what one wishes to get done
- deciding on what is an acceptable level of performance; that is, what each participant will accept as proof that his or her goal has been reached, and
- planning how to bring about the goals they have decided upon.

Tell the students that the most essential part of management, carrying out the plans they have made in class, they will do as homework outside of class.

Encourage the participants by saying that for many of them this will be a positive experience in showing them that they do not always have to be the learner, they can be the teacher. They do not have to be the people on the receiving end of help, they can be the helpers, they can take an active part in affecting the behaviours of other people.

Tell the participants the objectives of the lesson.

Evocation

Remind the group that they are going to teach the Attending Behaviours. It is likely that participants will have forgotten some of the details. By questioning, extract from the group descriptions of the four Attending Behaviours lessons and write them on a flip-chart.

- eye-contact and body posture
- tracking
- paraphrasing
- mirroring

Take some time to be sure that participants have in fact remembered Attending Behaviours techniques.

Explain to the group that a plan to teach something is rarely the work of a person alone: teachers have had training not only in what they teach but also in how to teach it. The course participants are receiving is the result of study and consultation with a number of people.

Then go on and add that teaching is only a single example of an activity where planning and management is needed. Ask participants what they think of when the word "management" is used. It is possible that a number of them will have negative feelings connected with this word. Ask if any of them have ever thought that they could be managers. Ask if anyone has ever made plans, especially plans that involved other people, and carried them out. Ever persuaded a friend to go to the movies with them on a particular night? Then carried through on plans? Got together with a friend to do some repairs around where they live? Ever planned a meal, shopped for it and prepared it? Ever planned a trip for themselves and, possibly, someone else? Packed for it, bought the tickets then carried through on their plans?

Ask for examples from the participants. Then they have done some management. "You don't have to be in a work situation to use management skills, they are useful in private life, too." is the message the coach is trying to get over. The objective of all the questioning is to help ease participants into the idea that they can be managers without taking on the negative characteristics which they may associate with the word.

Tell the group that you are now going to look at the first steps in management. To begin with, you have to have a general or global goal. In business, a manager may have a global goal like cutting costs or increasing efficiency. A private person might have a global goal such as that he and his best friend will get to Toronto (or some other city if you are in Toronto). Ask the group for other global goals that a person might have at work or in private life.

Then go on following the examples you have given.

Say (something like):

The manager in a business, or the foreman in a shop, has to decide on behaviour goals that will ensure that he achieves his global goal. For example, she or he may decide that Workers A, B and C have to produce so much more or that they have to use less power. Whatever. In any case, they have to do something and what they do, the way they behave, will make sure that the manager reaches his global goal. The action of the manager is primary: s/he must do some things, too. Managers should list and describe the steps to achieve a global goal.

Ask the group: If you wanted your friend and you to go to Toronto, what are the minor goals you would have to achieve? In other words, what would you have to do, to make sure you and your friend get to Toronto? Accept and list a number of activities, e.g.:

- save money to go
- inquire about ways to travel, bus, air, rail
- find out about timetables
- decide when to go
- decide how to go: train, bus, plane, car
- buy the tickets
- decide what clothes to take
- prepare the things you are going to take
- persuade your friend to come with you
- get to the bus stop, station, airport, whatever
- be sure and catch the correct bus, train or plane
- get into the car and drive to Toronto.

You need not get every minor behaviour goal but get enough from the group so you are sure they understand the role of minor goals. Write appropriate "steps to achieve" on a flip chart.

Next, explain to the group that the manager of the business you have been talking about has to decide what he will accept as success. He may want to increase efficiency 10% or 20%, but he has to have an idea of what 10 or 20% is. Or: he may have wanted to cut costs. Then he has to know exactly how much money he wants to save. With either of these standards he can decide whether the steps he has taken are successful or not.

Remind the group of its theoretical trip to Toronto. Tell them: If the car you're in breaks down half way there, you obviously have not achieved your goal. Same if your plane crashes. Explain: you have to set a standard and you measure your success against it to see if your management worked. Ask: What would you accept as a standard for arriving in Toronto? Accept:

- getting off the bus in downtown Toronto
- arriving at Toronto airport
- touching the outskirts of Toronto, etc.

After the group has discussed this problem, sum up the three managerial steps in this lesson:

1. Setting a global goal
2. Listing and describing steps to achieve (mini-behaviour goals)
3. Setting standards you can use to measure performance

After this talk go back to the substance of the lesson: teaching. Ask for reactions from the group about this: Does anyone feel anxious about teaching these skills to someone else? Try to arrive at the cause for the anxiety. Is the participant afraid of failure? Of seeming foolish?

Probably a pervasive but unspoken difficulty may be a conviction by group members that they are not really able to influence people around them; they can only be influenced. Remind the group that they have already been able to influence people around them by use of Attending Behaviours (and other getting-along-with-other people techniques such as reacting to feedback). They have already changed some of their ways of functioning.

If hesitancy persists, do not delve into reasons for unwillingness to give up much-used, passive behaviour. Instead, state that everyone finds it difficult to change their image of themselves simply by thinking about it. If participants just go ahead and follow their plans, they will find afterwards that they simply do feel more capable of dealing with other people and influencing them. Go ahead and reassure the group. Remind participants that at most points in our lives some of us have taught other people how to do something, even if we haven't thought of it that way.

Ask group members if they have ever taught a younger brother or sister to ride a bicycle, have they ever taught anyone to knit, hammer a nail, bait a hook, bake a cake? Press for answers. Use the answers to bolster group confidence.

Skill Practice/Objective Inquiry

This is more of an Objective Inquiry than a Skill Practice because coach and participants are involved in inquiry and relatively little in practice: participants only practice making managerial plans once; they do not practise teaching at all.

Hand out paper and pencil to each group member.

Explain that each is going to use these to make a plan of action. Add that the plan of action is an essential part of management. It is always necessary to plan what you are going to do and how you are going to do it. Explain that each management plan varies a little depending on what has to be managed. This is another way of saying that every problem has something about it that is different from every other plan.

Tell the group that, in this case, it is essential to the good management of this problem that each participant choose a suitable person to whom the Attending Behaviours should be taught. If you like, explain to the group that in management it is usual to have the cooperation of other people, and the group will be studying this and also how to persuade other people in future lessons. The reason that, in this lesson, the group is first choosing the other person, to whom the material will be taught, is because a good deal of the other plans depends upon, or will vary according to the person taught.

Have participants choose a person to whom they will teach the Attending Behaviours.

Have each participant name the person to whom they wish to teach the Attending Behaviours. As each person names his/her prospective student, ask: Why that person? Monitor the reasons and the choice carefully. If, for example, someone chooses a teen-age child and gives the reason "because that little.............never listens to anything I say", try to elicit whether the choice has been made from a desire to ameliorate a relationship or just to punish. Punishment and other negative reasons are not acceptable. What is more, it should be emphasized that negative reasons will ensure failure. Participants should want to make things better; in other words, there should be something in it for the other person.

Dissuade participants from selecting, for a student, someone with whom chances of success are very low, for example, very young children, senile people, individuals who are implacably hostile, or people who have no reason to want to get along better with the participant. Tell participants to write the name of their chosen student opposite Name of Student on the Teaching Attending Behaviours Sheet.

Tell the students that they are now at a fairly difficult part of the procedure. Participants must persuade the person to whom they are going to teach the Attending Behaviours that there is something for them to learn, that there is value for them, that they will be better off for using the Attending Behaviours and that their lives will improve in some way. (Tell the participants that "Persuasion" will have two lessons to itself later on).

If they seem to have trouble with this idea, ask them to draw on their own experience. Go over again how these Skills have helped them.

Then go around the group and ask each participant what she or he hopes to achieve by teaching these skills to their chosen student.

Ask: Do you hope to be able to get along better with this (son, daughter, wife, husband etc. friend) by your both using these skills? If so, you must explain your reasons to the person. Do you think that use of these skills will help this person get along better with some other person and/or a group of other people in their lives? Can you think of any other way use of these skills might help this person?

If any participant still seems uncertain, continue as follows:

Have each participant go over again why she or he chose that particular person. What convinced them that the person would be a good choice? Have them recall how the other person is supposed to be profiting from acquiring these skills.

Help participants put these ideas into words and write them down on the Teaching Attending Behaviours Sheet opposite: What will make this person decide to learn these skills?

Help the participants put these reasons into a persuasive sentence, e.g.:

> You know how you've been having trouble with such-and-such (or so-and-so)? I have a few tricks that I think will make it easier for you to get along. And I'd like to teach them to you.

OR something like

> You know, Mary, you're always in trouble at school because you haven't done your homework right. You always do something, but a lot of the time, it isn't what the teacher wants. I think you don't know how to pay attention. And you and I have the same trouble. I ask you to go to the store for something and you come back with something else. Then we're mad with each other. In my Life Skills course I've learned a good way to talk and listen to people. You feel closer to them and you really know what they're saying. I have to teach these skills to someone and I think if you learned them you'd save yourself a lot of hassles. How about it?

OR

> I'm tired of all this fighting, and I'm sure you are, too. A lot of it's because we don't really listen to each other and we don't try to understand how the other feels. I've learned some new ways of getting along with people in my Life Skills course: I have to teach them to someone, and I'd like to teach them to you. Because if we both know how to talk to each other and how the other person feels we can be much happier together.

The student need not, and should not, memorize the speech, but s/he should have in mind the real advantage for the other person and why the other person has been chosen as a student.

Emphasize that it is important to get the agreement of the student whether s/he is agreeing because s/he thinks the new skill will really help or whether s/he is doing it in a kind of spirit of indulgence toward the participant. Obviously it is preferable that the new student see the advantage to him/herself.

Have each participant write the name of the chosen student in the appropriate space on the Teaching Attending Skills Sheet.

Next, ask the students to state what it is they want their student to learn. "Attending Behaviours" is perfectly all right but descriptive statements, e.g. "I want them to learn to pay attention and behave as if they're paying attention", or "I want them to listen to people and really understand what they are saying", are acceptable, too.

Check the statements conform to the goals of descriptions of Attending Behaviours.

Have each member write his/her suggestion at the top of the Teaching Attending Behaviours Sheet opposite "General Goal".

The next step is to break the General Goal down into separate, teachable behaviours. This is known in management as "Setting goals". Start by asking:

- What do you want him/her to do? OR
- What actions or behaviours will convince you that your student has really learned to behave as if he or she is interested in what you're saying or is really paying attention or has achieved the General Goal you set forth?

If necessary, nudge the students' memories by reminding them of the behaviours they learned in their first lesson. Point out to the participants that, in management terms, they are now in another stage. They are now studying "steps to achieve". In this particular management problem there are two kinds of "steps to achieve", those for their students which they are deciding now and those for themselves which they will decide next.

Write the suggestions down on a flip chart. It is important to remember that one of the purposes of this lesson is to make sure the students really know the Attending Behaviours. Have them justify their suggested behaviours; try to get them to think through the reason they believe that a particular behaviour or action will help their student achieve the General Goal.

If there is some doubt, throw the discussion open to the group; have people, if necessary, re-think their reasons. Be ready to help out, but by preference have a group member make an alternative suggestion. Be sure the original student understands it and/or why it is preferable to the originally suggested behaviour.

When everyone has made a contribution, group the suggestions together into four clusters, with the four clusters representing the four separate lessons which made up the whole of the Attending Behaviours. Allow for individual different statements, if these differences make group members happy, but be certain that behaviours, i.e. activities that can be seen and measured, are specified. Help participants to come to an understanding of this idea by asking questions, e.g.: O.K. You say that your student will understand "tracking". What will your student have to do to show you that she or he understands "tracking"? or What will your student do that you can see and hear that will convince you that she or he can paraphrase?

Dissuade participants from insisting on behavioural goals that are impossible of achievement, e.g. very high standards for children or very high level Attending Behaviours such as the ability to interpret rather than reflect what the other person has said.

Ask: Do you think that you can get your student to that level? or, even, It seems to me that that is going to be very difficult to do, or I can see you have a good understanding of Attending Behaviours, but a trained psychologist would have trouble with that one.

Participants should choose four "Desired Behaviours" or groups of Desired Behaviours corresponding to each of the Attending Behaviours. Have them write theirs on four Teaching Attending Behaviours forms, one for each behaviour.

Present the other side of the same step. This is where each participant lists and plans the steps he or she will take which are necessary to achieve the goal. Say (something like):

> Now you have decided on the goals for your students, the next management step is to list and describe the steps each of you must take which are necessary to achieve the goal or to put it more directly: you have to figure out how you're going to get where you're going.

Say (something like):

Now you have decided what you want your student to learn, how are you going to teach him or her?

(Treat with one kind of Attending Behaviour at a time.)

Take suggestions from the group and translate them, if necessary, into generalized terms: e.g. if someone says "I will do the behaviour first myself", write down "show them how yourself" or "model the behaviour".

In order to ensure practice in predicting from cause to effect, after each suggestion by a participant, say: "Compare what you've said with the behaviour goal you are trying for. How will the activity you have suggested help your student to achieve the behaviour you have decided upon?"

Make sure the participant can defend his or her suggestion. The reason for this check is to find out if the participants really understand what she or he is trying to teach and to make sure that she or he has some success.

After participants have decided on the elements of a lesson, have them think about the correct order: e.g. Should checking with the student for his/her reaction occur more than once? When should the student be "tested" to see if the desired goal has been attained?

Remind participants that it is more encouraging and profitable for everyone to start off with something easy and work up to things that are more difficult.

Tell the students that they are now going to write out their Lesson Plans, first on plain paper and then in final form on the Teaching Attending Behaviours Sheet. This is the part of management known as "list and describe steps to achieve the goal".

Hand out paper and pencils. Remind students that they must describe each step and put each in its right order. Refer students to their own experience about how often they think they should check back with their student. Tell them that if they are in doubt, they should encourage student in-put more, rather than less, frequently. Tell participants that they have been given several sheets of paper because they may want to change their plans several times.

Changing plans is not a sign of stupidity or lack of practice. All planners have to have several runs at planning something.

Once a participant is sure of his/her lesson plan, s/he may copy it onto the section labelled "Lesson Plan" on the Teaching Attending Behaviours Sheet to which that lesson belongs.

Then have participants make up a list of supplies they will need for the lessons and arrange them in the order in which they are needed. They should copy the list onto the section under "Supplies Needed" on the Teaching Attending Behaviours Sheet.

Once this is finished, have the group go back and think about the Desired Behaviours they have listed. They should set standards by which they can measure how well they have achieved their goal. Give some explanation, if necessary. Explain that doing the Desired Behaviour once may not be enough, since a student could be doing it by accident or have only just thought of it that moment.

It is best for participants to set up a test situation or possibly several situations to see if the student can perform the Desired Behaviours. The student can decide what kind of test situation s/he wants and how often the person being taught must perform correctly (this is the standard) for the participant to feel certain s/he has taught the person well. (Participants can watch for everyday situations to arise and this is a good idea because the Attending Behaviours are intended to be used in everyday life. It is not a good idea if the participant thinks she or he is likely to take advantage of it to put the student down, e.g. saying to a child or marriage partner: "Are you listening to me? Now, what did we practice when we were learning Attending Behaviours, etc.)

Do not allow participants to set impossibly high standards for their students. Remind them of what was reasonably expected of them. Participants can then copy their standards onto the appropriate space under Desired Goals on the Teaching Attending Behaviours Sheet.

Help students make out the sheet for the next Desired Attending Behaviour. This should go much more quickly as the elements of the lessons: "Explaining", "Modelling", "Practice", and "Checking back with the Student" should be the same.

Students may have trouble thinking of suitable material. Work for group in-put in this area.

Skill Application

Have the group split up into two's or three's and have them each, with the help of partner(s), make out the remaining two Desired Behaviour Sheets.

Tell the class that the real test of

1. whether they know and understand the Attending Behaviours and
2. their management skills

will come when they apply these plans. Tell them that teaching the Attending Behaviours to the individual they have indicated is a definite homework assignment.

Evaluation

Ask the students to discuss today's activities.

- Which do they think will be more useful: making sure they know how to teach the Attending Behaviours or planning how to teach them?
- Are there any group members who still feel nervous about teaching the Attending Behaviours? Do they think that having made step-by-step plans helps to give them confidence?
- Does anyone think that they made too detailed plans?
- Are there times when it is better to "wing it", for example, at a party?
- When is it a good idea to manage a project?
- When is it a good time to use the Attending Behaviours?

Teaching Attending Behaviours Sheet

Name of student

What will make the student decide to learn these skills?

General Goal

Desired Behaviour Goal(s) for this lesson

Standard or level required for Desired Behaviour(s), above.

Lesson Plan

Supplies Needed

LEARNING ABOUT RATING SCALES

Applying rating scales to feelings of self-worth

Overview

In the following lesson participants learn to do ratings on a scale, especially a 10-point scale, as opposed to thinking of matters in strictly positive-negative terms. The lesson helps intensify the sense of self because students practise rating a number of objects with the emphasis on the fact that there is no right or wrong answer and that it is perfectly all right to be different from other people.

Participants then apply this technique to rating their own feelings about receiving the positive feedback they encountered in a previous lesson. By use of the rating scale, the participant is brought face to face with the fact that s/he has a negative self-image which s/he may be reluctant to part from.

Resources

Rating forms
Flip chart and felt pens
Pies, paper plates, plastic forks
Audiotape with at least five different singers on it
Photographs of several different kinds of landscapes
Copies of several well-known paintings

Objective

The objectives of the lesson are that the students should learn to use the rating scale; each will begin to have some idea of whether s/he has a poor or good self-image and by use of the rating scale each will set a goal as to how much s/he wishes to improve his/her self-image.

Stimulus

Tell the group that in this lesson participants will learn to do ratings as opposed to thinking of things simply in positive or negative terms. They will rate a number of things, that is objects, and they will also rate their own reactions. After each rating there will be comparisons. Because there are no correct or incorrect ratings, students will see that it is perfectly all right to have opinions that differ from those of other people. These comparisons will also help each person to learn something more about the sort of person s/he is. When they rate their own reactions, the reactions will be those they had to the feedback they received in a previous lesson. This will be another way of learning about themselves.

Tell the students: There are two main objectives to this lesson. The first is that you will be able to use a rating scale and the second is that you will know whether you have a positive or negative image of yourself, and you will know how negative or positive it is. You will use a rating scale to set a goal for how good you would like to feel about yourself.

Evocation

Tell the group: Very often we think in terms of absolute good or absolute bad. We love it or we hate it. Someone says: "I hate cold coffee", but does he really hate cold coffee as much as he hates having someone punch him on the nose? If someone says: "I love ice cream", does she love it as she loves life itself? If someone says, "That was a good party", we know it wasn't bad but we don't know how good it was. Was it a superb party or was it simply good compared with a bad party? Maybe it was just fair.

The purpose of this lesson is to stop people from thinking in strict terms of like-dislike, good-bad. Tell the students that the purpose of this lesson is to help people to think in degrees of value. Explain that good can be broken down into "fair", "good" and "excellent". Ask the group to break down the word "bad" into three degrees of value. Help them if necessary.

Give them an example. Judge the weather on the day this class is meeting. Tell them what degree or value you are going to put on today's weather. Explain that this method of rating by degree is one of the commonest ways of beating the simple bad/good kind of thinking.

Tell them there is a more precise way of rating by degree, and they should be familiar with that way, too.

Draw a rating scale for them on a flip-chart. Say to them: "You have all heard the expression, On a scale of one to 10...", now we are going to practise using that kind of rating. Hold up a picture. It could be an innocuous calendar picture such as grocery or drugstores handout at Christmas. Tell the group how you feel about the picture. You might, for example, say something like: "This is a pretty uninteresting picture for me, and I don't like the colours very much so I am going to give it a three". Then put a check mark at "3" on the flip-chart scale or

"I really love this picture; I think it's cute (beautiful, interesting, moving, etc.), so I'm going to give it an eight, because it isn't the most wonderful picture in the world, but I really like it". Then put a check mark at "8" on the flip-chart scale.

Then emphasize that now the group is getting to the interesting part of the procedure. Ask each person in turn what grade s/he would give the picture and why. Write each number down along the right hand side of the flip chart. Point out the spread between the highest and the lowest score. Emphasize the validity of differing views. If there is not a very big spread, warn the group that in future there probably will be.

Ask if anyone felt uncomfortable about giving his or her opinion. Be as reassuring and supportive as possible. Emphasize that there can be no right or wrong answer since this is a matter of individual preference.

Skill Practise/Objective Inquiry

Tell the group they are going to have some practise in thinking in degrees. Say: Suggest degrees of feeling sick or well. Make up a range of these feelings. After you have arranged the degrees, ranging from the worst to the best, give the group practice with the following:

Hot and Cold
Liking or disliking
Fast and slow
Pretty or ugly
Happy or unhappy
Comfortable or uncomfortable

Write the ranges you have decided upon on the flip-chart.

Remind the group. In a previous lesson you all learned 3 good things about yourselves, that you had not realized existed before. Hand out paper and pencil. Tell the students: Draw three Happy-Unhappy scales on the paper in front of you. Label each one with the name of a different good thing you learned about yourself. Mark off on each scale how Happy or Unhappy you are about the fact that other people see these good things in you.

Explain that to some people being unhappy about other people seeing good things in you may seem odd but some people are not happy when they are praised. Remind them that some people were uncomfortable with the good feedback they got from using attending behaviours.

Now ask the group to draw three Comfortable/Uncomfortable Scales and to rate themselves in the same way. Once more reassure students it is perfectly all right to have any degree of comfort or discomfort about these "good things". Say (something like): We can all feel sorry for the person who finds out he isn't as good as he thinks, say, the champion who is defeated. What everyone doesn't realize is that it is sometimes just as hard to start thinking about yourself. So if you felt awkward or uncomfortable when you heard those good things about yourself, mark it on the scale.

After the class has finished this exercise, ask if there were any people who marked themselves as Uncomfortable or Unhappy in any degree. Ask them to comment on why they think they were Unhappy or Uncomfortable. Remind them they only indicated a degree of unhappiness and discomfort. Maybe they have a bad image of themselves, but it isn't completely bad. Ask them if they think it is odd or strange that they don't like to think good things about themselves. Are there any advantages to having a poor opinion of yourself? Why is it hard to part with these feelings?

Even if no one has admitted to feeling Unhappy or Uncomfortable, encourage discussion around this topic because it will help participants to think the subject out. Emphasize that it is a topic the course will return to in the future. Remind the group that they are also studying the 10 point scale, and they will now practise using that.

Hand out the Pie-grading Sheets. Hand out paper plates with small sections of 5 different kinds of pie (or some other food). Tell the group: The Romans had a saying that there is no arguing with taste. So taste is where we begin. Eat or taste each piece of pie and then rate it on the rating scale for that type of pie. You will notice that each scale is labelled "apple", "lemon", etc... Be careful not to mix them up. After all the pie has been consumed and/or tasted and rated, ask the group for their response to each kind. Once more indicate the range of ratings. Emphasize that there is no way that anybody can state categorically that (for instance) blueberries taste better than cherries.

Next hand out the song-grading sheet. Explain that you are going to play 5 different songs. At the end of the first song ask participants to rate it on the first rating scale. At the end of the second, do the same and so on. Be sure to have a clear variety of music, e.g. one each from rock and roll, country and western, disco, musicals and perhaps a popular gospel song.

While the group is listening to the songs, pin up the landscape photographs for the next practice. When the audiotape is finished have the group compare ratings as they did for the pie. Keep emphasizing that differences are to be expected. If someone still seems tentative in defending a choice, rephrase the sentence. Say (something like): "So Mike nails his flag firmly to the mast as a despiser of disco!" or "Betty really far and away preferred the gospel music, but she seems to think she ought to have liked the disco better."

Next hand out the Landscape Preferences Rating Scale. Tell the group: Each one of these landscapes is numbered. Rate each one on its rating scale, that is, the rating scale with the matching number. If you like you may add: You've heard the expression, "This is where I'm coming from"; some of these landscapes may remind you of where you come from. You may love them or you may hate them for that reason, or you may like all of them. Or you could be one of those people who find all landscapes boring. Give the students time to wander about and rate each picture. Start a comparison and discussion as before.

When it is finished tell the students that you are giving them five minutes just for themselves. Tell them: Look at all your rating scales and see if they tell you anything about the sort of person you are. Maybe you will think: "I am a very conservative person", or "I am not a person who goes to extremes". Maybe you won't think anything more than: "I like apple pie, country and western music and views of wheatfields". Even that is worth knowing about yourself because it sets you apart from other people.

Now, tell the group that they are going to rate themselves on something that is closer to the discussion held previously about having difficulty in thinking good things about oneself. Hand out more paper and pencils if necessary. Tell the group that they can draw a scale from 1 to 10 or just write down a number if they prefer. Say: On a scale of one to ten, how important do you think feeling good about yourself is to being successful. The scale would go from Not Important at all to Essential. Tell the group to draw another scale from 1 to 10. Ask them to indicate how good they think a person should feel about him or herself?

Skill Application

Students should now be able to perform the goals of the lesson. Reiterate to students the goal of the lesson. You can now use the rating scale to express your opinion about something or how you value it. Pin up numbered copies of famous paintings. Pass out appropriate Rating forms and ask participants to rate each painting. When the discussion takes place, be certain that every participant makes some sort of statement describing his or her reaction to the painting.

Say to the students: On the basis of the Happy/Unhappy Comfortable/Uncomfortable gradings you gave yourself, indicate, on a scale of 1 to 10, how good or bad you think your image of yourself is. When students have completed this, say: Indicate on a scale of 1 to 10 how good you think you would like to feel about yourself.

Evaluation

Ask the group: What did you learn to do today?
Did you learn anything about yourselves today?
How can you use what you learned today in the future?

RATING SCALE

Category ....

Description of item ....

1 2 3 4 5 6 7 8 9 10

Category ....

Description of item ....

1 2 3 4 5 6 7 8 9 10

Category ....

Description of item ....

1 2 3 4 5 6 7 8 9 10

Category ....

Description of item ....

1 2 3 4 5 6 7 8 9 10

Category ....

Description of item ....

1 2 3 4 5 6 7 8 9 10

FIVE "W'S" AND AN "H"

Overview

The participant learns the basic necessary questions for acquiring general basic facts about a subject. He/she learns to use these questions in such a way as to discover the essentials of any subject. The level of questioning is not profound but the system enables students to approach a problem as fact-finding in an analytic and business-like manner.

Resources

Paper and pencils for each participant.

Flip chart.

Newspaper photographs.

Objectives

By the end of the lesson participants will be able to name the 5W-H questions. They will be able to ask these questions about a given subject and will be able to incorporate the elements of these 6 questions into a short story.

Stimulus

Tell the students that this lesson will teach them the questions it is necessary to ask in order to approach problems in a business-like way. These questions will also help to find out about any subject in a very thorough way. They can help them find their way out of a lot of difficulties in this life because there's a saying that goes: "If you can ask the right questions you're half-way to finding the answer."

Tell them the questions are: Who-What-Where-When-Why and How. Say: "We call them The 5Ws and an H. I know, it sounds like a rock group but it's easy to remember. If you worry away at these questions, you can come to terms with what you don't know and should find out. It's perhaps easy to think of them as a rock group or a team because sometimes one question stars and another does not. Sometimes perhaps one question will sit the time out or is benched for a while."

Give the students an example. Say: "I am going to show you how these questions can give you information by answering questions. And I can show you how the answer to one of them can change the whole story.

Who : A man and a woman
What : got married
Where: in Vancouver
When : last Tuesday
Why : because they were madly in love
How : by a Roman Catholic bishop"

All right, supposing I wanted to star Who? I can make this interesting story more interesting if I say that the man and the woman are the Prime Minister and the Queen. These people are interesting by themselves, but they make the story more interesting because they are both already married to other people and neither is a Roman Catholic.

Supposing it's the "Where" that's interesting. We wouldn't much care about the "Who" if the man and woman were married in a diving bell in the middle of the Pacific or if they chartered a whole airplane for them and their guests. Explain to students that the answers to the 5Ws and an H are so important that young newspaper writers are told to put them in the first paragraph. This is done so that if the last part of the story is cut, the most important facts will be left.

Tell the students that they are going to start out by using the questions in a fun way, but they will find over the next two lessons that the questions can help them achieve something they really want out of life.

Tell them the objective for this lesson is that they will be able to name the 5Ws and an H question, that they will be able to use these questions on any given subject, and that they will be able to make up a short story that will answer each of these questions.

Evocation

Ask the students if there is anybody who can name the 5Ws and an H already. Ask if there is anyone who is confused about any of the questions. Confuse them as little as possible in making sure that they understand that a "Who" can also be a "What". Explain that the do-er of an action may be an earthquake or an airplane, an object or an animal. Try to avoid confusion by explaining that the "5Ws" "What" is really a "Did what?" question.

Ask the students to think of a question, tell them any question will do, then say, "That is a Why question" or "That is a How question." Have the group go over the 5Ws and an H questions with you again.

Skill Practice/Objective Inquiry

Distribute the pencils and paper to each participant. Explain that this exercise can be quite amusing and it is a good way to learn the 5Ws and an H as well as to see how they are used. Tell the students to write a "Who" at the top of each page. They can name any famous person they like. Tell them to fold over the top of the paper so that the writing cannot be seen and pass the paper to their right. With their neighbour's paper in front of them they are to write down a "Did What", then fold the paper over as they did before so that the writing does not show. Emphasize that the "Did What" can be anything at all from "ate his breakfast" to "killed a dragon". Using the same method and passing the folded over sheet of paper along each time, students then fill in Where, When, Why and How.

When everyone has finished, collect all the sheets of paper and read them out. The effect is usually amusing because the elements of the story are incongruous.

Then say: "I am going to give you some facts and you are to say which question they answer". Give some examples:

Mohammed Ali, Bob Hope or The government are "Who" questions, "Using a pair of scissors" or "by crawling on his hands and knees" is a "How" question.

If there is any doubt allow both answers, e.g. "France" could be a "Who" question or a "Where" question.

Here is a list for practice:

Answers	Type of Question
London	Who or Where
in Aid of the Church Choir	Why
with great difficulty	How
The Mayor of New York	Who
in the corner	Where
baked a cake	(did) What
yesterday	When
because he couldn't see	Why
gracefully	How
D.C. 10s	Who or (possibly) How
beside the lake	Where
succeeded	(did) What
The Pope	Who
last night	When
by jumping from roof to roof	How
within three weeks	When (or How)
beneath the trees	Where
before the end of the month	When
to ensure safety	Why
as quickly as possible	When
by catching an earlier bus	How
my cat	Who
at City Hall	Where
went over Niagara	Did what
using a spotlight	How
I	Who
at my desk	Where
in order to arrive on time	Why
at the corner of 25th and King Edward	Where
Joe Namath	Who
in good time	When or How

by dampening down the roofs	How
thought matters out	(did What)
for no good reason	Why
the province of Alberta	Where or Who
Ages ago	When
to avoid an accident	Why
in the frozen North	Where
was killed	(did) What
at Easter	When
by making him look stupid	How
robbed a bank	(did) What
a tidal wave	Who
Sunday	When
made plans	(did) What
riding a bicycle	How
my wife	Who
at work	Where
because she is so silly	Why
the 17th of December	When
The Prime Minister of New Zealand	Who
on the weekend	When
by putting one foot in front of the other	How
raced his horse	(did) What
once upon a time	When
Mork	Who
tried his best	(did) What
to save the children	Why
You	Who
in my bedroom	Where
because of the fog	Why
yesterday	When
the boss	Who
at the end of the week	When
with rake and hoe	How
at the races	Where (or How)
held 3 men hostage	(did) What
Christopher Columbus	Who
for her own sake	Why
ran faster than anyone else	(did) What
by running faster than anyone else	Why or How
in Halifax	Where
when she arrived	When
by falling in the river	How
this recording	Who
after hearing that story	When (or How)
because he was in love	Why
before you were born	When
made a mistake	(did) What

in a barrel	How (or Where)
the movie	Who
rode a pony	Did What
on the way to work	Where or When
The Queen Mary	Who

Next tell the group they are going to see what kind of thing can happen if people do not ask the 5Ws and an H question. Show the film clip of "You're Late for Dinner Again" Version 1. Then tell the group that you are going to show them what would have happened if the couple had used the 5Ws and an H question. Show the film clip of "You're Late for Dinner Again," Version 2. Promote some discussion after this showing.

Film clip: You're Late for Dinner Again. Version 1
A young woman is standing in her kitchen.
The husband comes through the back door.

Wife: You're late for dinner again.

Husband: It's all on account of you. I'm just trying to make you happy.

Wife: Well, you don't understand me very well. I prefer you home for dinner. And I've made one of your favourite dinners again.

Husband: Oh! Give me a break! Don't tell me you made franks and beans again!

Wife: Ok. I won't.

Husband: Anyway, I invited my brother for dinner.

Wife: (Sarcastically) Oh! That's just great!

Husband: I feel sorry for him. His wife's gone to visit her mother. She always acts so glad to see her mother.

Wife: If I was his wife, I'd be glad to see my mother too.

Husband: Lay off the wisecracks, eh? So anyway, we can't eat now, we'll have to eat later!

Wife: You only think about yourself! First off, I have to let my dinner sit and spoil for hours and then I'll be washing up at midnight! Anyway I don't want to eat here.

Husband: Neither do I. We're gonna have a swell time here tonight. I can see that. Forget the franks and beans! I'll take my brother out to MacDonalds!

Film clip: You're Late for Dinner Again. Version 2
A young woman is standing in her kitchen.
The husband comes through the back door.

Wife: You're late for dinner again.

Husband: It's all on account of you. I'm just trying to make you happy.

Wife: How are you planning to make me happy by being late for dinner?

Husband: By working late, putting in extra hours and making you the wife of a successful man.

Wife: Well you don't understand me very well, I prefer you home on time for dinner. And I've made one of your favourite dinners again.

Husband: What? (What did you make)

Wife: Chicken and dumplings.

Husband: Swell. Anyway I invited my brother for dinner.

Wife: Which one? (Who question).

Husband: Gerry.

Wife: Oh! That's just great!

Husband: I feel sorry for him. His wife's gone to visit her mother. She always acts so glad to see her mother.

Wife: If I was his wife, I'd be glad to see my mother too.

Husband: Why?

Wife: Because she and her mother have so much fun together! You know my mom and I always fight.

Husband: Yeah. So anyway we can't eat now; we'll have to eat later.

Wife: When?

Husband: In about half an hour! Gerry gets off later than I do.

Wife: Ok. But I don't want to eat here.

Husband: Where do you want to eat?

Wife: In the dining room. I don't like to eat in the kitchen when there's company.

Husband: Neither do I. We're gonna have a swell time here this evening, I can see that. I'm sure glad I don't have to take my brother out to MacDonalds.

Then tell the students: "We are going to take some standard remarks and show how, by asking the 5Ws and an H questions, we can arrive at a good understanding of what has happened." Read out the 6 answers on The Standard 5Ws and an H Question Sheet.

Say: "These answers have probably given you an idea about what the person answering the questions was doing. Keep these ideas to yourself for the moment."

Hand out copies of The Standard 5Ws and an H question sheet. Tell the group to form into pairs. Then tell them that one person is to ask the appropriate 5Ws and an H question and the other person is to give an answer depending on what she or he has in mind, and the same person is to read the next answer.

Give an example:

First person: Well, thank goodness I've finished doing that!
Questioner: What did you do?
First person: I just had a baby or I just moved a piano
And I don't think I ever want to do it again
Question: Why not?

Tell the pairs to whisper their questions and answers so no one else can hear. After they have finished, they are to reverse roles. When everyone is finished have every couple go through the routine of reading out their respective answers. Ask the group: What would have happened if the 5Ws and an H question had never been asked.

THE STANDARD 5Ws AND AN H QUESTION SHEET

Well, thank goodness, I've finished doing that!

And I don't think I ever want to do it again.

I don't know how I ever managed.

Thank heavens I wasn't by myself.

And that place!

And believe me! Another time will do for that one!

Next: Let the group form into partners. Distribute "lead" paragraphs from newspaper stories to each participant. Working together, partners are to select the 5Ws and an H from each lead paragraph. The group reassembles and each participant reads out his/her newspaper paragraph and indicates which of the 5Ws and an H are present.

Participants are now given a more challenging task. They are to make plans to carry out a certain activity using the 5Ws and an H as a planning guide. All students are to work on the same topic so that they can afterwards compare how they arrived at their various solutions.

Activity topics are:

Organizing a party
Looking for job openings
Moving
Preparing a garden for planting
Planning a visit to relatives or friends

Participants need not work on all of these suggested activities; two or three are sufficient. (This exercise is at a higher level than required by the goals of the lesson. It is included to demonstrate to students the general usefulness of this approach.)

Allow the students to pick the first subject. Write the topic on the flip chart. With the first topic, start each topic by naming each question. As the class answers, challenge their responses by asking "Why?"

For example if the topic is Organizing a Party, Who? will probably include who is giving the party and Who(m) will be invited. The purpose is not to make the participants feel stupid but to make them think through their answers. "Bob" or "The group" may be the answer to "Who is giving the party", "because he (or they) want to," is a perfectly acceptable answer to Why? Write the answers down on the flip chart. Questioning in this way may point up difficulties to be overcome. The answer to "Where", for example, may show that the party given does not have enough room to have a party or "How" may show either that s/he does not have enough money or may have to curb his/her hospitality. Make sure that the group realizes that their method helps point up and plan for difficulties as well as helping to do a thorough, well-thought-out job.

Let the students pick a second topic. This time pick a student to run the discussion, i.e. ask the questions and ask why? after everyone. Monitor carefully.

If the group seems to have got the idea, go on to Skill Application. If they still appear to be having difficulties, allow them to select another topic. They may suggest one of their own if they wish.

Skill Application

Repeat the goals of the lesson to participants. Tell them (something like): "Now you are going to show that you have really learned about the 5Ws and an H. First you will list them on a piece of paper. Next you will take the name of a subject from the box and fill in any 5Ws and an H about that subject you like on the list you have made. You can "star" any of the Ws or an H that you like, one or several. You will then tell your story on "your" subject to the group."

Then you will be given a newspaper photograph and you will make up or figure out a 5Ws and an H story about the photograph.

Hand out paper and pencils to each participant. Have them list the 5Ws and an H down the left hand side of the paper, well spaced. Have every participant select a slip of paper with a topic or subject written on it from a box. Possible subjects are:

hockey
cooking
football
the Olympics
a job
shopping at a supermarket
studying
a party
a bus trip
a heat wave
a cold snap
an immigrant
a secretary
the village, (town, city) I come from
fishing
a diet
the school I attended

Participants then fill in details of a story about their subject opposite each appropriate W or H. Participants then read or tell their story to the group. Tell participants to try to make at least one of the Ws or Hs unusual. If diving is their subject, a swan dive, for example, may not be unusual, but if the swan dive is done by a year-old baby then it is.

Finally, every participant is given a photograph from the newspaper or magazine; all captions should be removed. Participants are to make up a story or discuss the picture, being certain to cover all the 5Ws and an H. Participants are allowed to cover a point in a negative way: e.g. "It is not clear whether this is taking place in the daytime or at night," but they may only cover one point this way. Other points they must invent or guess.

Evaluation

Ask the students:

What skill did you study today?
How did you find out how to use this skill?
Might you be able to do the same thing using another method?
How can you use this skill in your everyday lives?

USING THE 5WS AND AN H QUESTIONS IN THE APPROACH TO PREPARING A PLAN FOR THE ACQUISITION OF A CHOSEN LIFE SKILL

Overview

In this lesson each student selects one Life Skill that s/he wishes to develop. The student uses the 5Ws and an H method to develop a sentence that will form the basis for more detailed planning in the next lesson. This lesson is fairly brief, but it is equally important for the purpose of helping to alleviate anxiety about admitting that one desires a Life Skill (i.e. is concerned about a lack in the way one performs) as it is for the choice of a desired Life Skill and the use of the 5Ws and an H in a problem area.

It is projected that anxiety will be alleviated by two elements of the lesson: by the coach's sharing of him/herself in the Evocation, thus indicating that the desire to improve performance is not regarded as a need peculiar to group members, and by the long list of possibly desired Life Skills which indicates that there are many areas in which an individual may feel inadequate.

Resources

Flip chart and felt tipped pens.

Objective

Each student will select a Life Skill s/he wishes to acquire and will have prepared a 5Ws and an H sentence as a basis for developing a plan to acquire or develop the Life Skill.

Stimulus

Tell the students that they are now going to use the 5Ws and an H approach in a very practical way. Each one of them will select a Life Skill she or he wishes to acquire. Each will then make up a sentence using the elements of the 5Ws and an H to serve as a basis for making a plan to acquire or achieve the Life Skill each desires. Explain that this is a fairly simple lesson to do. The part that is sometimes difficult is admitting to oneself that one desires or needs a Life Skill. Assure the group that they will feel better about needing to acquire a Life Skill as the lesson progresses.

Tell the group: "The objective of this lesson is that each of you will have chosen a Life Skill you wish to acquire, and you will have used the 5Ws and an H approach to make up a sentence that will start you on a plan to acquire the Life Skill you have chosen."

Evocation

Model the process for the group. Be very open in sharing yourself with the group and allow them to see that you are not absolutely satisfied with yourself and/or are perfectly willing to allow the group to make suggestions about how you might acquire a Life Skill or improve some aspect of your behavior.

Below are examples of the way this part of the lesson might go:

Say (something like). "The Skill I would like to acquire is that of:

talking less during the Life Skill programmes
drinking less coffee
eating less candy
smoking fewer cigarettes

and write it on a flip chart."

Then say: "I'm going to throw myself on your mercy. Can anyone in the group suggest a Life Skill that she or he would rather I worked on? Add suggestions to whatever you have written on the flip chart. If group members do not suggest any further skills, add some of your own and then ask the group which you should choose. The purpose of this activity is to involve the group."

The coach should make the actual selection him/herself. Explain to the group that you are making the final selection just as each of them will, because you know best which skill you want.

An open and relaxed attitude by the coach during this part of the lesson is very important. The reason is that it allows the students to perceive that there is nothing threatening or embarrassing in admitting that one wants to improve some aspect of one's life and/or behavior.

Following the choice of a skill, the coach has the group help him/her formulate a sentence that will serve as the basis for the preparation of a plan to acquire the Life Skill. The group must use all elements of the 5Ws and an H approach in formulating the sentence. For example:

Who : I
do what: will talk less
when : in the Life Skill course
where : at Centre Vocational School
why : because my talking prevents the students from developing
how : so I will encourage them to talk more

Explain that the "how" element or some other may be left vague if it is going to require more detailed planning than can be squeezed into a sentence. In this case, "how", "encourage them to talk more", is vague because it will take careful planning, to figure out how to encourage students to talk more.

Skill Practise/Objective Enquiry

Tell the group that you are going to describe some situations that require the acquisition or improvement of a Life Skill. They are to decide on the Life Skill needed and then to use the 5Ws and an H to make up a sentence that can be used as the basis for a plan to acquire the skill.

1. The Smith family consists of four people; there is a mother and a father and there are two teen-age sons. Both the mother and father work during the daytime. The sons attend school and have long paper routes after school. Everyone is so tired after work that the housework never gets done and nothing is ever put away. Mrs Smith suffered a sprained wrist after falling over a snow boot left in the middle of the living room, and the younger son broke his ankle one night by stumbling into a chair that had been left where it was after being used to replace a light bulb in the ceiling of the hallway.

2. Pat is always late for everything. Everyone she knows is angry with her at least part of the time because of her lateness.

3. Larry recently separated from his wife. Now they are apart he realizes that she always arranged their social life and he doesn't have any of his own. He really wants to make some friends.

Skill Application

Tell the students that it is now time to achieve the objective of the lesson. Each student is to decide on one Life Skill he or she would like to acquire or, possibly, to improve.

Supply each student with the life skills checklist below. It is a list of situations in which a Life Skill is needed. For example, in the first situation, the needed Life Skill is to be on time for work, the second is to do your work well so that you are not in trouble with the boss, and so on. Participants should read the list, think of the Life Skills needed in each, and choose one. Allow time to choose any skill they wish so long as it is a skill that they must acquire.

Life Skills Checklist

You are always or frequently late for work.
You don't do your work right and are frequently fired or in trouble with the boss.
You spend a lot of time drinking. Anyone can persuade you to "have another".
Anyone can persuade you to do things you know you will suffer for.
You are not very good at receiving compliments.
You are not very good at telling people when they have done something well.

You have trouble admitting it when you are in the wrong.
You and your husband (or wife) fight a lot.
You want to meet new people who won't get you into trouble.
You cannot tell people when they are doing things that annoy you.
Your friend was recently arrested for being in a fight. He didn't know what to do when he was arrested. This occurence worried you in case something similar should happen to you.
You worry a great deal about the fact that you may possibly need to go on Welfare. You don't know anything about Welfare.
You would like to have some fun but everything seems to cost money you don't have.
You have frequently had bosses who treated you unfairly.
You have a lot of trouble making ends meet from one cheque to another.
You like to gamble and that's ok when you can spare the money; it isn't ok when you don't.
You want to find a new job.
You wish that you could stop drinking, stop smoking, go on a diet.
You wish you could learn to control your temper.
You wish you could feel more comfortable with strangers.
You are a single parent with a child or children to support. No one seems to understand your problems.
You would like to make more friends.
Filling out forms always confuses you.
You constantly waste money buying things you don't need.
You have trouble getting along with people at work.
You don't want any more babies.
You want to start a hobby (painting, writing, cooking).
You have tried some drugs and find you want more. You might get hooked.
Your child (children) is (are) in trouble at school and in the community.
You would like to join a recreational group.
You have trouble accepting criticism.
Your landlord won't fix your house even though you have asked him several times.
You would like to find a job that is interesting.
You would like to increase your earning power.
You would like to use your leisure time better.

Help each student to choose a Life Skill s/he really wants. Question him/her carefully about the reasons for choosing that particular Life Skill. Will its acquisition make him/her happier? How? It is not necessary that the chosen Life Skill represent the major problem in the individual's life, but it should be one that is genuinely meaningful. The development of a hobby, for instance, may not seem so important as getting along with a husband/wife, but it is still a legitimate need if time hangs heavy on the student's hands. You may decide to do this checking in a group setting. In this case, keep a watch out that members do not imitate each other in choice of Life Skill - although it is, of course, possible that some of the Life Skills will tend to be more desirable for this group than others.

Issue paper and pencil to everyone in the group. Have everyone in the group write out his/her Life Skill sentence using the 5Ws and an H approach. Circulate among the group and give any help in formulating the sentence necessary, e.g. help with spelling, grammar, e.g. as some of the participants may have real problems in expressing themselves in writing. When everyone has finished, have each, in turn, read out his/her sentence in a group setting.

Explain to the group that they will now help each other to polish their sentences.

Ask the group: Does this question fulfill the 5Ws and an H requirements? Encourage group participation by naming a group member to ask each question, e.g. "Mary, ask the "why?" question for this sentence". If the group thinks the question is not properly answered, ask for suggestions that would make the sentence better. Each student must also state why the Life Skill will make him/her happy or happier. Encourage an atmosphere of mutual help: remind the group that they are helping each other to make progress in life. The purpose is not to tear each other down. Tell each student to keep his/her sentence carefully because she or he will be using it as a basis for the acquisition of the Life Skill.

Evaluation

Ask the group: What was the value of what you did today? Will it help you in acquiring your Life Skill? Can you think of any other uses for the sort of activity you accomplished today?

SETTING GOALS

Overview

This lesson extends the use of the 5Ws and an H questions (i.e. those using who, what, where, when, why, and how), and the statement of a desired life skill formulated in an earlier lesson to help students establish behavioral goals. The goals are behaviors they will learn to perform in order to solve a specified personal problem or problems. The lesson aims to help participants to realize that there are things they can do to help themselves, that they are not helpless in the face of seemingly overwhelming circumstances. The lesson gives them practice in predicting outcomes: that is, in planning their own new behaviours in the expectation that certain results will follow. At the same time, as they practice their new behaviors, they will learn to assess whether or not they are succeeding. The lesson also acknowledges the fact that 100% success in human behaviour seldom occurs.

Resources

Paper and pencils

Flip chart

Chairs

Objective

The objective of this lesson is for the participants to make a plan to achieve the life skill each indicated she or he desired in a previous lesson.

Participants will also be able to state goals of behavior which they wish to achieve in order to solve one of their stated problems. In most cases, they will be able to state a time in which they wish to achieve this (these) goal(s) and what will indicate to them the successful achievement of the goal or goals.

Stimulus

Remind students of the 5Ws and an H lesson. At the end of it, each one of them had stated a life skill s/he wished to acquire and stated in what way that life skill would make him or her happy.

State that in this lesson participants will learn to set goals of behavior for themselves that will help them to have the life skill that will really make them happy.

They have to be able to say what behaviors will make them feel better about themselves and undertake to acquire them. This process will also involve looking at what behaviors they now have which prevent them from being happy and having the life skill they want.

The 5Ws and an H method of inquiry will help them to be very specific about what they are to do.

Tell the students that it is very important that they emphasize behaviors that will really help them get the results they want. Make a joke about thinking of behaviours that may solve a problem but not the one the person wants.

Give an example something like the following:

> Supposing the life skill I want is to have everybody like me - that's a pretty stupid one, anyway, because there is no way that I can make everyone like me. But it's a very common goal.
>
> Anyway, I think I will feel happier if everyone likes me. So I wonder to myself: what can I do that will make everyone like me? And how can I do it? So I think to myself why don't people like me now? And instead of making a proper study of when things go wrong perhaps using the 5Ws and an H method, I decide that the reason people don't like me is that I never give them presents.
>
> The real reason people don't like me is that I never really pay attention to what they are saying or show any interest in what their feelings are. But this fact is exactly what makes me decide that what they want from me is presents. So I decide to give everyone a pocket calculator. For the same reason that I don't listen to what they say, I don't stop to think that no one but me wants a pocket calculator. When I buy them, I feel very good about myself, thinking how everyone will like me. When I hand them out, everyone is very polite and says thank you, but they don't really seem very pleased. They aren't any friendlier because they can't understand why I bought them all presents. Now they feel even more uncomfortable with me than they did before.
>
> If what people wanted from me was presents, I did the right thing. But the real problem is that people want me to listen to them and take an interest in them, so giving them something they don't want is the solution to a problem that doesn't exist. It's the solution to the wrong problem.

Tell the students: The objective of this lesson is that you will use your 5Ws and an H life skill sentence to make a plan that will help you acquire that skill or solve your problem. You will be able above all to describe or indicate goals of behavior that will help you to solve the problem. You will be able to state how long you are willing to try these behaviors in order to help solve your problem, and you will be able to state what you would consider to be a satisfactory or successful result from these behaviors.

Evocation

Let me give you an example of what we are going to do in this lesson. Let us suppose that the life skill I want is to manage my money better. I always run out of money before my next cheque comes in. I make out budgets, and that would be fine, but I don't stick to them.

My sentence is: I will manage my money better under all but emergency conditions by careful planning because I am tired of running out of money between cheques. Notice I left the "how part" vague. That's for this lesson. So the questions are: what are the things I should be doing that I'm not doing (or the other way around) so that I can be happier by staying within my budget? Or which is really the point of this lesson: What are the behaviors or the activities which will help me to be happier because I have stayed within my budget?

A good way is to look at the 5Ws and an H of the times I go over my budget.

Who? - Well obviously me. But then I often go shopping with my friend Nadia, and she really likes to spend money and encourages me to do the same.

- Door-to-door salespeople. I feel so sorry for them that I never stop to think maybe they have more money than I do or that I really don't need to have what they are selling.

- People asking for charitable donations. Again I tend to feel sorry for whoever they are collecting for and give money without thinking I can't afford it.

Does what - well obviously. I spend money outside of my budget.

Where - In any store. At home.

When - The worst time seems to be on Friday evening and when I'm hungry. On Friday evening I feel very happy and relaxed so I'm not careful about what I do. In addition, I always spend Friday evenings with Nadia and we go shopping together. When I'm hungry. If I'm shopping in the supermarket, when I'm hungry, everything looks delicious and I buy a lot of things I don't need.

Why - Nadia or I convince myself that I really must have things I can't afford.

The door-to-door salesmen make me feel sorry for them.

People asking for charitable donations make me feel guilty.
I feel super-relaxed and happy.
I'm hungry.

How - There really is no how because I can't pay my bills.

There's a kind of how: how I feel when I know I've spent money I shouldn't - guilty, unhappy and worried.

In fact, the big HOW is how I'm going to stop going over my budget because going over my budget is my problem.

So I'm going to go over my 5Ws and an H, one by one, and see what I can do about each one. And I'm going to divide them up into what I must do or have and what it would be nice to do or have.

Who - Obviously me. I can't do without that.

- Nadia. She is a good friend and I can't do without her. She is a "must". Maybe instead of going shopping with her, I could invite her over for coffee and cake. That way we can still see each other without spending so much money.

- Door-to-door salesmen. Definitely a nuisance. Also a must. I must learn to say three words. No thank you.

- Charitable appeals. This isn't a must but it's a nice-to-have. I really do want to help people less fortunate than I am. Maybe if I stick very closely to my budget I'll have a little to give. But as it's only a nice-to-have, I have to be prepared to give it a pass.

What - Obviously, I have to carry out these behaviors and also make out a list so I won't buy anything I don't need.

When - I can change this. If I go shopping on Thursday evenings when I'm not feeling so relaxed and optimistic, I'll probably not be tempted to buy so much. This is a must.

- If I make sure I have a snack before I go shopping, I won't buy groceries I don't need. This is a must.

Where - I can time myself and see how quickly I get in and out of a store. This is a must.

- There is nothing I can do about my time at home.

Why - These behaviours ought to help me.

How - I can fill out a chart with these behaviors listed on them and give myself a reward - however small, maybe just even a check mark will encourage me, when I carry them out.

So: here's my chart

Behavior goals that are "musts"	Behavior goals that would be nice-to-have	Done
Invite Nadia for Friday evenings		
Say "No thank you" to door-to-door salesmen		
	Give any money left over from budget to charity	
Make a shopping list so I don't buy things I don't need		
Shop Thursday evenings		
Have something to eat before I go shopping		
Time myself in and out of store		
Use this chart		

Tell the students: Now that the behavior goals are established, it's a good idea to go down the list and see if I'm going to have trouble with any of them.

> The first that's going to be difficult is saying, "No thank you" to sales people at the door. So maybe I have to practise. The other thing I can remember is that I can phone up and cancel this kind of a sale, so this is a way of getting out if I give in to temptation.
>
> The next thing is making a shopping list. I've never done that very well. Maybe I should plan to keep a paper and pencil in the kitchen so I can write things down as I run out of them. And I should go through my cupboards as I make out the list. Maybe I will even study the Wednesday evening supermarket ads to see if there is anything there on special. Then I can write down that branch name.
>
> Having something to eat before I go shopping is a little difficult because I go directly from work. Maybe I can bring a little snack from home to gulp down on the way to the supermarket.

If I don't have a watch, maybe timing myself in and out of the store can be a problem. Then I remember that supermarkets have clocks so I have to remember to look for the clock.

So now: I do the most important check.

I check to see if these behaviors are directed at solving my problem and not some other problem. When I look at them I can see that any one of them alone would be a help.

So now I have some goals of behavior that I am fairly certain will help me with my problems. I don't really want to put a time limit on because if it works I want to keep it up. But anyway I'll promise myself to try it for two weeks to see if it works.

Success for me will be if I manage to stay within my budget by using these behaviors.

Ask the students if they found the process difficult to follow.

Do they understand the purpose of the exercise?

Objective Enquiry/Skill Practise

Tell the group that you are now going to give them a case history. Using the 5Ws and an H method you will together decide on behavior goals.

> Jim Matheson is very unhappy at home. Every morning his wife yells at him to get out of bed and go to work. He stays in bed until he can't stand it any longer and then he gets up. It seems to Jim that as soon as he starts shaving, his wife is yelling at him that his breakfast is ready. Breakfast is always cold cereal. Every morning Jim asks why she doesn't cook him eggs, and every morning she says she doesn't have time. If he wants eggs he can cook them himself. While he eats his breakfast, she fills his lunch pail. He usually feels cross when he sees what is going into it and asks why she can't make him something tastier.
>
> After work he can scarcely bear to go home, so he puts it off. Usually he has a beer, or more than one, with some of his co-workers. When he gets home his wife is angry with him. He feels so mad at her he sometimes tells her that it is hell for him to be in his home. She says it is the same for her and why doesn't he ever take her out. He says he's been out all day and now he's come home she ought to be glad and not ask to be taken out all the time. After they have eaten dinner, they settle down to watch T.V. Often, they cannot agree on what programme they are going to watch.

Ask the group what they think Jim would say is the life skill he wants to have?

Then take the group through the method allowing for a lot of group input and group agreement on final decisions.

The following is a guide only. Your group may think of a different approach and different behaviors.

The important point to ask is: does the suggested behavior goal help to solve the stated problem? You can ask this after every suggestion.

Who - Jim
his wife

What - quarrel and fight a lot. This is the behavior that should be changed or eliminated.

When - Whenever Jim is at home. Quarreling is so frequent that we have to take the "When" apart

When Jim is still in bed in the morning
When Jim is shaving
When Jim is having breakfast
When his wife is preparing his lunch
When Jim gets home from work
When they watch T.V.

(Point out to the group that it is not always possible to change a when - or any other part of a problem - but this method helps identify flash points.)

Where - Always at home

Why - It isn't clear what the basic reason is. But it is clear that neither does anything to fit in with the other.

How - It sometimes seems as if they are looking for things to fight about.

Ask the group to go over the list and come up with solutions (behavior goals) where possible. Below is only a suggestion.

Who - Jim - Jim can try to change his behavior
his wife - is a must. For purposes of arguments, divorce or murder are out of the question. Group cannot plan behavior goals for her as this problem is being treated from Jim's point of view.

What - Are there occasions when Jim can just hold his tongue or pay no attention? To be discussed.

When - Jim is still in bed. Jim could get up the first time his wife calls him or even before she calls him.

Jim is shaving. Maybe Jim can decide not to answer back and/ or get mad when his wife yells at him.

Jim is having breakfast. If Jim gets up early, he can cook his own breakfast.

His wife is preparing his lunch. Since nothing he is going to say will change anything perhaps he can decide not to watch his wife prepare his lunch.

He gets home from work. This is a "when" Jim can change. He can decide to come straight home from work.

When they watch T.V. Jim can decide to let his wife choose at least half the programmes. Or he can decide which of his preferred programmes he is prepared to give up.

When - Always in the home. Jim can make a point of taking his wife out at least once a week. or

he can encourage her to have an activity outside of the home during the evenings if someone must stay with the children.

Why - These behaviors might cut down the amount of quarrelling.

If the quarreling is less then life is better.

How - Jim can make out a chart (class can have input as coach draws chart on flip chart).

It is possible that if Jim changes his behavior he will encourage his wife to change hers.

Time - Have the class decide how long Jim should try the new behaviors to see if his home life improves.

As you help the class write out the chart, ask them with every behavior goal:

(1) If they can foresee any difficulties for Jim in carrying them out. How can he overcome these difficulties?

(2) Will this behavior goal solve Jim's problem?

Ask the class what they think would constitute "success" for Jim and his problem.

After this exercise has been finished, tell the group that they are going to look at each element of the 5Ws and an H and think of how many ways each could be worked upon in terms of a behavior goal.

Start them off with Who?

And say: for example, Can I avoid this person as much as possible?

Ought I to stay away from this person (or these people) completely?

Ought I to spend more time with this person or these people?

Tell the group to form pairs and work on each W and H to see how many ways each can be changed.

Then have the group pool their suggestions.

Make a list on a flip chart of all the suggestions.

In the next exercise the group will work in pairs to find
a) the problem, and
b) the behavior goals for a set problem.

Remind participants that the behavior goals they decide upon can only be performed by the person named as having the problem i.e. they cannot specify behaviors for other people.

Remind participants they must check that each behavior goal they decide upon must represent a real solution (although only partial) to the defined problem. Each one alone should help to lessen the problem.

Tell participants that they must also decide what would constitute success for "their" problem. Emphasize that complete happiness is rarely possible. Sometimes you can only lessen a problem or work in certain areas. But they should strive for the best possible outcome.

Below are some suggested scenarios for participants to practise on.

Fred

Fred feels very lonely and isolated. He lives alone. When he gets to his job in the morning very few of the other workers greet him. This makes him worry that they don't like him, so he is nervous about greeting them. At coffee break and lunch time, he does not join the other workers; he is sure they would stop talking if he walked up to the group. After work is bad. He eats supper alone. He used to go bowling and play a little hockey when he lived in his home town. Now he watches T.V. or reads every evening. On the weekend be shops, does his laundry, cleans up his apartment, looks at the weekend paper and watches more T.V. Before he knows it, it is time for him to go back to work.

Bob

Bob is seventeen years old and has just been in court for stealing a car. He and some friends found a car and took it for a joy ride. No damage was done so Bob was put on probation. Bob is really scared and wants to stay out of trouble. His family had just moved to a new neighbourhood and he was in a new school. He found that he was having to study different things, and it all seemed so difficult he stopped even trying to do his homework. He made friends with some other kids who seemed to have a lot of fun after school, they never did any homework either. But they all really enjoyed themselves, acting roughly and daring each other to do all sorts of things. That's how Bob came to steal the car. At times he used to feel a little worried about the way his friends behaved, but they were easy to get to know and so he tried to think nothing bad would happen. But, then, of course, something bad did happen. Bob does not want to go to jail. He wants to keep on enjoying life but he'd like to feel a little more pleased with himself and stay out of trouble.

Jennifer

Jennifer has just separated from her husband and she would like to find a job. The trouble is she cannot decide what she would like to do. She is a high school graduate and as intelligent as most people, but she cannot decide on a career. She wonders if she ought to take training in something, but what? She doesn't know what she's good at. She has talked to all her friends, but they tell her that working is terrible and they all hate their jobs. She has read that some people like their jobs but she never meets anyone who seems positive about working. She spends hours of every day brewing herself tea and sitting at her kitchen table daydreaming about herself in different jobs. Every now and then she breaks off to yell at one of her children, and then she wonders what women who go to work do about looking after their children. Then she goes back to wondering if she ought to try out as a waitress or if she ought to try working in an operating theatre. Maybe she would be a good baby doctor. She wonders how much veterinarians earn; after all, she once owned a cat. She really wants to take some definite steps, but she does not know what steps to take.

Martin

Martin feels very awkward in social situations. He can generally get along all right at work because he can talk about his work. When he arrives at work he has a few set phrases he can say like: "How's it going?" or "Hot enough for you?" or "How's the boy?". At the end of every day he says "Another day another dollar" or "Good night". But at office parties he is miserable because no one is talking about work. If he and his wife go out to visit friends, he feels left out because he doesn't know what other people are talking about, whether it is world affairs or a new movie or book. If anyone at work tries to talk to him about a personal problem, he tells them they aren't well and to go home. This way he seems sympathetic without actually having to get involved. He really admires the people he meets at parties because they can talk about all sorts of things. He tries to get the conversation around to his work but very few people are interested in pipe-fitting. He would sometimes like to flirt with a woman or tell her he admires her dress, but he doesn't know what to say. His wife says he's a bore and no fun to go out with; if it weren't for her they wouldn't have any social life at all. Martin really needs help.

Doreen

Doreen has trouble keeping her jobs. She is neat and business-like in her appearance, and she always seems to be very efficient in her job interview so she does not have any trouble being hired. But she is also fired a lot. Doreen knows her job but she often has fights with her fellow-workers. Quarrels happen when she tells them, always with the best intention in the world, that they are doing their jobs wrong. She gets furious if her boss suggests she could do her job better or that she could help out by changing her routine a little. She defends herself by telling her boss that she knows her job better than he does, and she does not need any direction from him. She is very determined about the way things should be done and although she doesn't shout, she gets very red in the face and is obviously making an effort to control her temper. She often says she cannot imagine how the office got along without her but nobody seems grateful for her suggestions. Sooner or later the boss realizes that everyone including himself is tip-toeing around trying to keep Doreen happy. He decides he'd rather have a little less efficiency and a much happier office. He asks Doreen to do something out of the ordinary and when she refuses, he fires her. As usual Doreen is angry and mystified. She has, as always, done an outstanding job. It is true the other workers avoid her, but that can't really be a reason to fire her, can it?

Have the group come together and listen as each pair describe the behavior goals, time limit and degree of success they expect. Provoke as much discussion as possible on all these points. Try to make sure that each student knows how to:

Use the 5Ws and an H method to analyze the problem and decide upon behavior goals.

Foresee possible difficulties in behavior goals so that they can be modified or, if necessary, abandoned.

Know that behavior goals are something that must be done (or not done) by the person with the problem.

Know that each behavior goal alone will help solve the problem.

Decide what is a reasonable length of time to try the behaviors.

State a degree of success that is realistic i.e. not so low that little real improvement takes place and not so high that it is impossible to attain.

Skill Application

Tell students they will now work on behavior goals to help them with the life skills problem they decided they wanted to improve a few lessons back. If they have decided that another problem is more pressing, they are free to change.

They are to use the 5Ws and an H method to analyze their problem. Using this analysis, they are to state behavior goals that will help solve the problem. They should make out a chart listing the behavior goals with a space where they can check off whether they have performed them or not.

They are to check behavior goals for possible difficulties in implementation and then either change or abandon them.

They are to be sure the behavior goals are something they will do, not someone else. Be sure that each goal will help them acquire the life skill or solve the problem. State how long they must practise these behaviors in order to have the success they want. State what is, for them, a successful outcome.

Students will report back to the group from time to time on the degree of ease or difficulty, success or failure they are experiencing.

Evaluation

Ask the students - What skill did you learn today?

Did you build on something you had learned before?

Can you think of any future uses for the skill you practised today?

CHOOSING A MARRIAGE PARTNER

Overview

This is primarily a lesson in self-definition, or articulation. The sense of self is defined or articulated by the use of a variety of rating methods applied to the choice of a marriage partner. Participants choose desired characteristics on several scales, and on the basis of the choice they have made are able to deduce their own outstanding characteristics.

This lesson does not progress in exactly the same way as the other lessons. Insofar as there are any behavioral objectives, they are accomplished when the participant is rating marriage-partner qualities in the Skill Practice/ Objective Inquiry part of the lesson. The Skill Application and Evaluation sections are combined. This combination is logical because in this lesson the Evaluation - what I learned about myself today, the outcome of the behavioral objective-is joined to the Application, what I am going to do with what I have learned.

Resources

Flip chart.

Appendix A - Case History.

Appendix B - Marriage-partner Measurement Manual.

Appendix C - Game Show.

Pencils, paper, slips of paper, box.

Objectives

In this case the desired behavior objective is the act of outlining or profiling (by means of a graph) the individual's outstanding personality characteristics and comparing this profile with a "most desired self" profile. Another goal is the characterizing, by means of a number of rating methods, the qualities desired in a marriage partner.

Stimulus

Remind the group of the lessons on rating scales. Point out that there are several ways of choosing or indicating preference and that the group will use some of these as well as rating scales in the present lesson. Add that in the process of using these methods of deciding on preference, they will also find out a great deal about themselves.

Make the point, again, that every individual is different, and that this lesson will emphasize this point. Tell the students that in this lesson they are going to decide what they would look for in an ideal marriage partner.

Each individual's choice is almost as unique as his or her finger print. Remind the students that everyone from time-to-time looks at a couple and wonders: What on earth do they see in each other? The usual answer is: Love is blind; that is, the lover cannot see the faults of his or her beloved. But the group should know that sometimes love sees very well: it is often the quality that puzzles other people that is most prized by the lover. An individual may consciously or unconsciously note that another person has such and such a quality, which either matches a quality he or she already possesses or fills a need or supplies a quality the individual does not have.

It would probably be as well to indicate awareness of the fact that couples living together frequently are not married. Make it clear that choices participants will be asked to make apply equally to this sort of relationship. For the sake of convenience and brevity, the expression "marriage partner" will be used although the partners may not be married.

The point to make is that when you ask a person what she or he would look for in a marriage partner, you find out as much about the person doing the choosing as about the partner he or she would choose. When the students start using these rating scales, they will think about the husbands or wives they would like to have, but when they have finished each will have a picture of him or herself.

Tell the group that by the end of the lesson, as a result of the choices he or she has made, each will have a kind of self-portrait of him or herself. Participants are quite free to agree or disagree with their self-portrait. Each participant will also be allowed to make a new self-portrait that will represent his or her idealized self- the sort of person she or he would like to be. Each participant will, in addition, have a portrait of his or her ideal marriage partner. Group members can decide whether or not they have difficulties serious enough to make them want to work to change matters. Each may also decide on a method to help bring about the change.

Evocation

Tell the participants that you are going to describe a very obvious example. Then read them the descriptions of Jane and John (Appendix A). Have the group decide whether Jane and John could be happy together if they were to marry. Ask: What are the points on which they resemble each other? Is this a good area for a married couple to be similar?

Then ask: Which are the areas where they differ? (One likes fixing a place up, one has no talent for this activity. One likes to dominate, one dislikes responsibility. One values personal appearance, the other is not especially attractive).

Remind the group that sometimes differences are a good thing and that at other times it is a good idea to compromise. Ask the group: Which of these differences could be a plus in the marriage? Is there one difference where it would be a good idea to compromise? Is there one difference that is probably not very important?

Ask participants if they think that John and Jane at this point could give an accurate description of the sort of person he or she would like to marry?

You may have to point out that this capacity would vary. It is possible that one of them (which one?) might be able to give a more accurate description than might the other - or at least a description that other people would think of as more accurate. But in both cases, the choices they make would be an accurate reflection of each of them at the time.

Ask the group if anyone can think of a quality a person might indicate as necessary which would not necessarily meet his or her needs (but which would be an accurate reflection of his or her personality).

If none is offered by the group, give an example, e.g.:

> A young woman might think that a sense of humour is very desirable in the person she marries. A sense of humour is certainly an asset. But possibly she, herself, has enough humour for three people; she thinks of marriage as a long, funny conversation. What she needs is someone who is practical, will appreciate how funny she is and who is perhaps a good earner.

Accept whatever responses occur and encourage discussion. Encourage the idea that "we" may perceive that the other person is mistaken in his/her idea of what is needed but, obviously, the person involved does not. The point to make is that, right or wrong, the choice she or he makes is an accurate picture of the way the person is now.

Explain that this is why the group members are going to use qualities chosen for an ideal marriage partner to get a clear picture of their individual personalities.

If you judge it necessary, emphasize again that a difference in qualities between an idealized marriage partner and the actual marriage partner is not always a cause for alarm because we are not always the best judge of what is really good for us.

Skill Practice/Objective Inquiry

I. Hand out Marriage-partner Measurement manuals (See Appendix B) to each participant.

Before allowing the participants to begin making choices, warn them that they may become somewhat upset while making these choices. Thinking about oneself frequently causes a person to become stirred up. The subject of this booklet is likely to affect married people more than unmarried people. A few signs of tension or anxiety do not mean that an individual is abnormal: no one is going to have a heart attack.

Emphasize that the questions have not been tested scientifically. Even the best personality tests are not 100% accurate or even close. Participants may think that the results are very accurate, or that they are somewhat accurate or that they are false. The important thing is that participants have an idea about themselves, that they think about themselves. In any case each person has the opportunity to indicate the sort of person he or she would like to be, and this tells a great deal, too.

Then take the class through the Marriage-partners Measurement Manual.

At the end, do some more reassurance in case the class members are feeling disturbed by the content of the booklets.

Remind the group that they have just investigated two important aspects of themselves:

1. their own ideas about themselves, the sort of person each is and wishes to be, and

2. their ideal marriage partner.

II. The coach should fill out a Marriage-Partner Measurement Manual and should demonstrate how s/he has completed it.

III. Have the group split into dyads. Let each participant make out a Marriage-Partner Measurement Manual for his/her partner. Participants may then compare the way in which they have filled out the Manual with the way their partners filled it out for them.

IV. Have participants do the game-show "Wedded Bliss" outlined in Appendix C.

Application and Evaluation

Note to the coach: During this part of the lesson you will be asking people for reactions about their own self-image and, possibly, about their marriages. There are two dangers:

1. participants will feel embarrassed about making a personal statement and will therefore remain silent,

2. one or two participants will "spill their guts" and say more than is appropriate. In the latter case, there is the possibility that these people will afterwards feel ashamed that they have said too much. The other possibility is that the group's time will be taken up with the problem(s) of one or two people, and other participants will feel resentful.

Make it clear, then, that when you ask for reactions to the choosing process, you are not necessarily asking for a show of hands, or that people confess their shortcomings. What you want is for people to consider the questions you are about to put to them.

It is probably safe to ask for a show of hands on the following question, since individuals are not required to give any details. Ask: How many people thought that the final portrait was a good description of themselves? Did anyone find something out about themselves that they had not known before? That they had half-known before and never quite realized?

Throw open the discussion in a general way about what a person can do if she or he is not the sort of person she or he wants to be.

The coach can classify there are two ways to go:

(i) You can accept yourself as you are because none of us is probably exactly as we would wish, or

(ii) You can try to change.

Have the group discuss at what point/under what conditions an individual should try to change. If necessary, give guidance:

e.g. Is the effort worth it?
How much better will the person's life be?
How much worse is it going to get if s/he does not make the effort to change?
Is this an area where change is possible?

Supposing someone wants to change very much, what means are available? Have the group suggest techniques learned in the Life Skills course and write them on a flip chart. You should have something like:

Generating problem-solving behavioral goals, or
List and describe steps to achieve goals and/or
Using 5Ws and an H to plan how to acquire a Life Skill (or to acquire or get rid of a personality characteristic).

EMPHASIZE THAT THIS SESSION AND THIS COURSE ARE MAINLY INTERESTED IN CHANGES IN THE WAY PEOPLE BEHAVE AND WHAT THEY DO.

At this point the coach should mention that the best plan might possibly be to seek professional help. The problem-solving might consist largely in finding out what help is available and affordable.

Next, have the group review their choices with regard to a marriage problem. Start with the people who are already married. Ask each participant to check off mentally where the actual marriage partner differed from the ideal marriage partner. Reassure the group that a perfect match is unlikely to occur. Warn the group (best treat it lightly) against going home and telling a husband or wife: "Guess what? I did a series of rating scales on my ideal marriage partner today, and there are several places you don't measure up!"

Warn the group: This kind of approach may produce any response from tears to blows, but the response is almost certain to be negative. In addition, remind the group that it is easy to think we want something we really don't or to be mistaken in what we think we want. Group members should, however, give serious thought to this "lack" in the marriage partner. Ask members to consider if they have noticed this lack before. They should ask themselves if it is worth bothering about; is it a constant source of friction or does it only occur occasionally? If it is only a problem occasionally, people should consider whether the effort and (probably) friction are worth it.

If it appears to be a constant problem, people should bear in mind that in marriage problems, each person tends to blame the other for everything that goes wrong. Indications are that both partners have some input in persistent difficulties. Group members should think about

(a) whether they themselves are willing to make some changes, and

(b) whether they can also get the co-operation of their partner in an effort to make things better.

Remind them that it is easier to change yourself than to change someone else.

Attract the attention of the group to the problem-solving/management techniques already listed on the flip chart. Ask if any steps are more important than others. Do emphasize that professional help may be the best way if the problem is serious and persistant.

Next, talk to the people who are not married. Ask them if they now have a clearer idea of the sort of person they would like to go out with or marry. Since this is the least threatened group, ask for volunteers to describe an ideal marriage partner. Have each person indicate areas which are necessities and areas where she or he is willing to compromise. Has anyone ever met his/her ideal person? Encourage the group members to go ahead and use what they have learned, in other words, look for someone with the qualities they think are desired and ask this person out.

APPENDIX A

CHOOSING A MARRIAGE PARTNER

Jane is a young girl who enjoys sports and outdoor activities. She comes from a home where independence is highly valued. As a result, she is a very capable young woman and, in fact likes to take charge. Jane is neither beautiful nor ugly. She makes some efforts with her appearance but feels she can never compete with very glamorous girls. She is rather the same about her apartment. It is clean and tidy and she has a few posters up, but the place is not outstanding.

Jane goes out frequently with young men who share her love of the outdoors. But the relationship usually ends in a fight because both of them want to be in charge. Jane feels she has a lot to give: she would like to be married, have a home and bring up children, but she is beginning to think she will never meet anyone she would want to marry - or anyone who would want to marry her. She is becoming more and more convinced that it is all something to do with her appearance. She continues to make even greater efforts but finds it is a nuisance trying to be glamorous on a hiking trip. She is on the point of giving up looking for a marriage partner.

Now meet John. John likes sports and he likes outdoor activities. John has been brought up by very domineering parents who would not tolerate any independent acts by him. It was always easier for him to give in than to fight. He really does not know how to make a decision. From his father he has the idea that he must take out glamorous girls and so he does. But something alway goes wrong. If he wants to go canoeing he finds that his girl friends are worried about their hair or clothes; they also tend to be absolutely useless out of doors. John could put up with all this but what he can't stand is that he has to make all the decisions. These girls seem to expect him to know everything but he knows he is no Captain Cook.

At the end of the date he never knows whether he likes the girl or not; because he spent so much time worrying about what to do next, he could not have enjoyed her company if she were the most charming person in the world. After each date he decides it was all a waste of time, and he is much better off not to put himself to all that trouble.

John is a normal young man and he would like to meet a young woman whose company he could enjoy; sometimes he even thinks he would enjoy fixing up a home if he ever had one. But he hates making all those decisions and having all that anxiety; he is certain that with a wife and family everything would get worse. So he has decided that he's really better off not to spend any more time taking young women out.

APPENDIX B

MARRIAGE-PARTNER MEASUREMENT MANUAL

Below is a list of qualities you might consider in choosing a life partner. There are no right or wrong answers, and clearly everyone will make a different choice. I know how important each is to you by making a mark on the Rating Scale opposite each quality. Mark what is really important to you, not what you think other people would like you to put.

Categories		Not Important						Very Important
1, 3	Intelligence	1	2	3	4	5	6	7
2	Appearance	1	2	3	4	5	6	7
1, 8	Ambition	1	2	3	4	5	6	7
1, 8	Income	1	2	3	4	5	6	7
2	Sexiness	1	2	3	4	5	6	7
2, 4	Manners	1	2	3	4	5	6	7
4	Kindness	1	2	3	4	5	6	7
4	Honesty	1	2	3	4	5	6	7
1, 3	Education	1	2	3	4	5	6	7
3	Good Taste	1	2	3	4	5	6	7
1	House Keeping	1	2	3	4	5	6	7
2 3	Sense of humour	1	2	3	4	5	6	7

The three highest scores are: ______________________

(include any that shared highest score): ______________________

According to my three highest ratings, I scored (write how many times):

Category 1: ____ times

Category 2: ____ times

Category 3: ____ times

Category 4: ____ times

Category 5: ____ times

Category 6: ____ times

Category 7: ____ times

Category 8: ____ times

Activities

I would like a partner who can share the following interests.

Choose any that apply or none. Put a tick ( ) in the square

Categories	
5	Music - listening
6	- playing
1, 3, 6	Crafts
5	Movies
2, 6	Dancing
6	Gardening
1	Cooking
5	Sports - watching
2, 6	- playing - team
6	- individual
1, 2	Parties, social activities
3, 6	Cards
2, 3, 6	Conversation

On this page I put ticks so that I gained the following numbers of each category, as follows:

Category 1: ____ times

Category 2: ____ times

Category 3: ____ times

Category 4: ____ times

Category 5: ____ times

Category 6: ____ times

Category 7: ____ times

Category 8: ____ times

My ideal marriage partner would share the following goals with me.

(Put these goals in order of importance to you. That is: put a "1" opposite the most important goal, a "2" opposite the second most important goal and so on. If two goals are equally important, you may give them the same value, but you may not have more than 2 goals with the same value.

Categories		
		____
1, 8	Get the best standard of living possible	____
4	Lead a good, religious life	____
3, 4	Try to make life beautiful	____
4	Be a good member of the community	____
1, 2, 4	Create a secure and sound family life for children	____
2	Get the most fun possible out of life	____
8	Have a nice home	____
2	Have a happy home	____
3	See the world	____
1, 8	Get ahead in life, have successful career	____
3	Have a circle of good friends	

Counting only numbers 1 through 3 of my choices, I have (list how many) of each category, as follows:

Category 1: ____ times

Category 2: ____ times

Category 3: ____ times

Category 4: ____ times

Category 5: ____ times

Category 6: ____ times

Category 7: ____ times

Category 8: ____ times

Sometimes it is good if one marriage partner has a quality the other does not.

Below is a list of qualities. Choose between 3 and 7 that you would like your marriage partner to have because you do not have these qualities. Mark your choice with a tick ( ).

In order to balance me out, my marriage partner should be:

Categories		
7	Patient	____
7	Even-tempered	____
2	A good-mixer, good at making friends	____
7, 8	Careful with money	____
7	Calm	____
6	Quiet	____
5	A leader	____
6	A follower	____
5	A busy person	____
7	A relaxed person	____
5	A talker	____
5	A person who gets things done	____
7	Cheerful	____
1	Tidy	____
7	A person who can show affection	____

According to my choices on this page, I have (how many) ticks in each category, as follows:

Category 1: ____ times

Category 2: ____ times

Category 3: ____ times

Category 4: ____ times

Category 5: ____ times

Category 6: ____ times

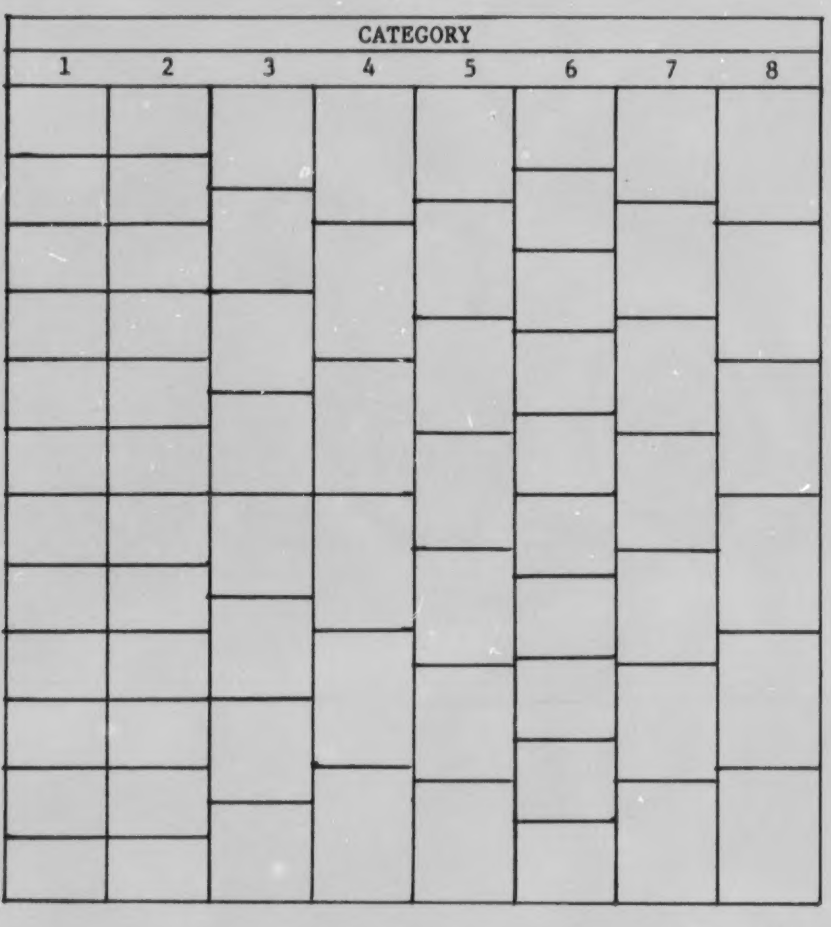
Category 7: ____ times

Category 8: ____ times

I have a grand total in each category, as follows:

Category	1	2	3	4	5	6	7	8
	___	___	___	___	___	___	___	___

Now, on the form below, count off how many times you chose each category, and then fill in that number on the form like this ▨ . If you have a score of 6 in Category 1, for example, shade in six squares in the Category 1 column. Start at the bottom and shade upward.



Now you have a sort of profile of your personality. For a key to what each category means, see the next page. Don't go by the number you have under each category; by guided by how the shadings in each column compare with each other.

KEY TO PERSONALITY CATEGORIES

1 You think of yourself as a very practical person. You value something if it is useful, if it does what it is supposed to do, if you can see it and touch it, if it makes life more comfortable. If the world thinks it is a good thing then so do you.

2 Other people are important to you. You like being with them and want them to like being with you. You are sensitive and caring and, probably, sensitive to the needs of others.

3 You enjoy using your mind. You are curious about what makes things tick. You know when you like something and why you like it.

4 Moral qualities are important to you. You judge yourself and other people on qualities like honesty, loyalty and decency. You are an "up-front" person.

5 You prefer to be an observer of life, you do not want to mix in too much. You tend to be passive, other people can get you to follow. Your motto is "anything for an easy life".

6 You like to be busy and active, probably like to lead. You may be aggressive, a "take-charge" type.

7 You worry a lot about the sort of person you are, probably have a low opinion of yourself. A high score on seven does not mean you have more faults or make more mistakes than other people. You just feel worse about them. Personality problems are important in your life.

8 You think about money a lot. You probably feel that all your troubles would disappear if you had more money. You may just like the things money can buy or you are tired of worrying about money, or, just possibly, you are good at working with it.

The following elements are the three most important in my life:

____

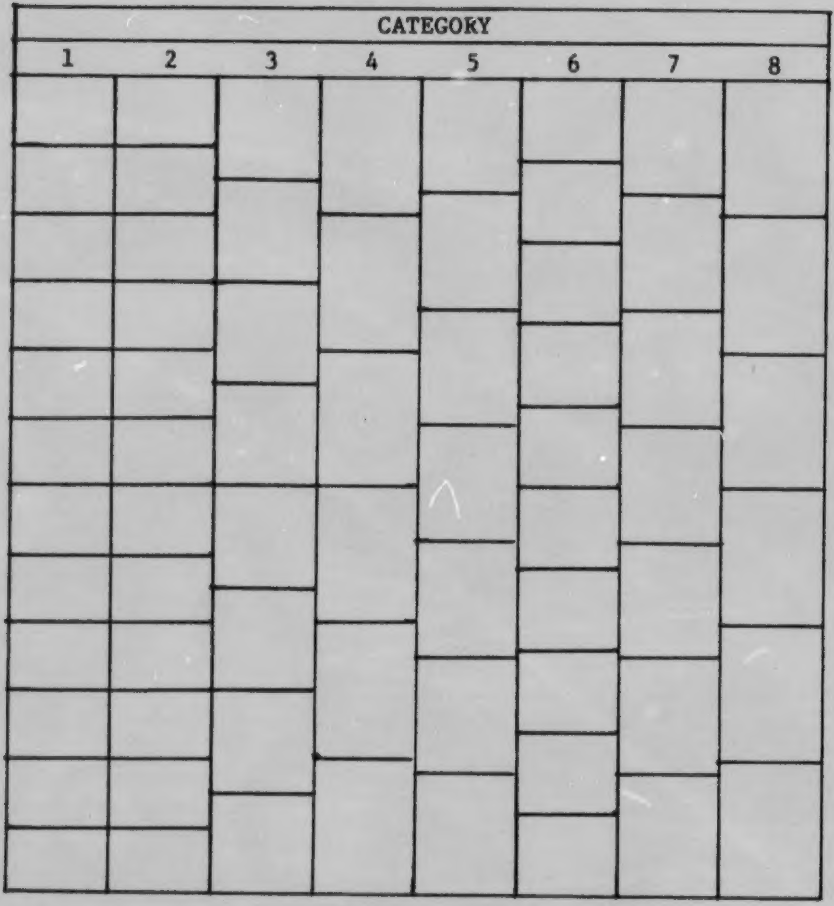
____

____

Indicate on the scale below, how much you agree with the outcome of this graph:

Disagree Entirely						Agree Completely
1	2	3	4	5	6	7

Now, on the graph below, shade in the personality scores you would like.



Compare this graph with the one on page __ that you did as the result of filling in the MARRIAGE PARTNER MEASUREMENT quiz.

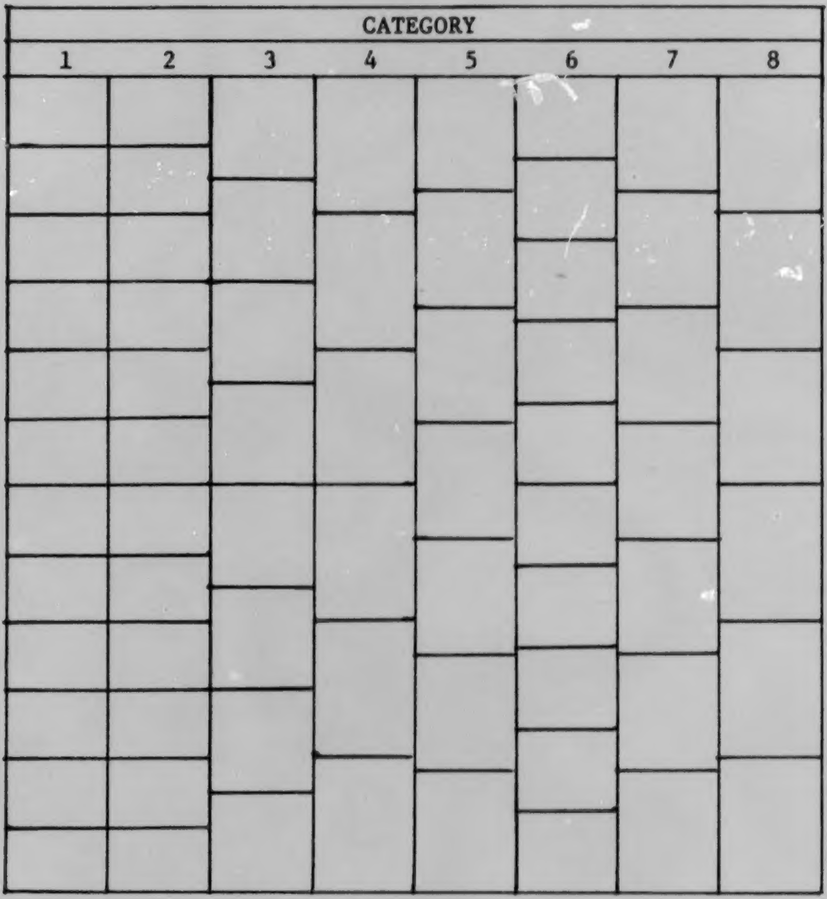
Which are the areas you would like to change? Pick no more than three. (Remember: if you scored high on seven, you will probably want to change more.)

____

____

____

Now, draw a graph for the personality of your ideal marriage partner:



APPENDIX C

WEDDED BLISS GAME

Tell the group they are now going to play "Wedded Bliss". This will provide another opportunity for participants to become familiar with the contents of their Marriage-Partner Measurement Manuals. Choose 2 or 3 people to be judges. Provide each with paper and pencil. (Choose the number of judges necessary to leave the rest of the class with even numbers.) Have half the rest of the class write their names on slips of paper and place them in a box. Have the other half of the class draw a partner's name from the box.

Instruct each couple to decide who will be the husband and who will be the wife. Tell everyone to get their Marriage-Partner Measurement Manuals. Distribute felt pens and large pieces of cardboard to everyone. Arrange chairs in a row on the "stage", couples together and facing the judges. "Wives" on the left, "husbands" on the right. Starting from stage right, tell every couple: "You are couple number 1", "You are couple number 2" etc., continuing until you have numbered all the couples.

Announce (Do your best imitation of a game-show host: Ladies and Gentlemen! Welcome to "Wedded Bliss!" This is the game where couples vie for valuable prizes by letting us know how happy they are. Who will the happy couple be? Will it be Couple number 1, Couple number 2, Couple number 3 or Couple number 4? (etc.) Only time will tell. But first meet our distinguished judges. Meet __________ and __________ and __________. Stand up judges and take a bow. They're going to be keeping score as our contestants try to show us that they are truly living in Wedded Bliss!!!

Contestants are you ready? Everything O.K.? Everyone comfy? Then here we go.

Here's our first question, and it's for the wives. Wives: Here's your chance to tell your husband why you love him. Turn to page 1 of your Marriage-Partner Measurement Manual. On your pieces of white cardboard write your 3 highest scoring items. Do not let your marriage partner see them. Keep them hidden!

(Wait 2 minutes)

Now husbands! On your first piece of cardboard write your 3 number 1 choices for a marriage partner. Give us the reason you married the lovely lady you did!

(Wait 2 minutes)

Now! Husbands! Show the panel your cards! That's it! Hold them up so the judges can see clearly. That's fine. Now. Wives! Show us what you have written; let's see if it's the same as hubby wrote. Well that's great!

Now judges! Remember you are keeping score! Give every couple 5 points for the times they wrote the same thing. (Go ahead and read off the scores of each couple, making some remark about each couple. Then announce which couple(s) has been the winner(s) of Round 1.)

Then continue: Now are you all ready? Here we go on Round 2. A marriage is richer if both partners enjoy some of the same activities. So now we're going to see if our couples enjoy the same activities. Wives! Get out a fresh card. Turn to the activities section of your Marriage Partners Manual. List whatever activities you wrote there on your white cards. Print it so the judges can see it, BUT don't let hubby see what you've written. (Wait two minutes).

O.K. now husbands it's your turn! On a fresh piece of cardboard write your favourite activities. (Wait two minutes). Let the judges see what you've written. That's great. Now wives! Let's see if we have any matches here.

O.K. Judges! Are you keeping score? Couple number 1 has (give 5 points for each agreement) - points, couple number 2 has __________ points, etc.

(Turn to judges).

Which couple is ahead after the end of Round Two?

(Wait for answer)

Keep it up, couple number __! I ought to tell our viewing audience that the excitement is building up intensely here as we go on to round 3.

All right wives! Are you ready for Round 3? Have you your felt pens and cardboard at the ready! Remember to write so the judges can read what you've written. Don't let your old man see! O.K. turn to page 3 of your Marriage Partner Manual. Write your 2 preferred goals - just use key words if you like! Take your time.

(Wait two minutes)

O.K. now, husbands. Are you ready to go? Now you write your preferred goals. (Wait two minutes).

Show us what you've written. Wives! Show us what you have written as your life goal! Judges! Do we have a match. Score 10 points for every match. Judges! Are you totting up those scores? Which couple is ahead?

Couple number ____? Congratulations. Let's see if you can keep it up! Here comes a new round! New rules! This is the round where you should not have the same answers. Our distinguished panel of judges will dock you 5 points every time you agree. Everyone turn to page 4 of your Marriage Partner Manuals.

Now wives! You're first again! Get out your last card. Write the 3 most important qualities that your partner ought to have that you don't have! Remember we're writing the qualities you do not have! (Wait two minutes)

All right husbands! It's your turn! Write out the qualities you need in your wife because you do not have them! Something your wife ought to be because you aren't. (Wait two minutes)

All right! Let's see how many couples really need each other! Everyone show us their cards! Judges! This time subtract 5 points for every match. Five points for every match!

Ladies and gentlemen, there will be 5 minutes while our judges figure out their responses. The tension here is mounting! Which couple here will turn out to have the best chance for a happy marriage? While we're waiting for the judges to make their decision, let's have a look at the prizes our lucky couple will win! First there is a large all-day sucker - big enough to be shared by our happy couple. Next, they will be presented with a current issue of Psychology Today and last, but not least, they will receive two bus tickets so that they can start on a second honeymoon.

Judges! Are your ready? Who has won Wedded Bliss today? Couple number __! Congratulations! Come on! Let's hear it for couple number __! I want to thank you all for coming here today. I hope you've had as much fun as I did! You're all good sports.

FOLLOW-THROUGH ON TEACHING THE ATTENDING BEHAVIOURS

Overview

The following session is not a lesson in the usual sense of the word. It serves as a reinforcing experience; that is, the participants examine the results, in several areas, of plans they have made and carried out.

One of the prime reasons for teaching the Attending Behaviours is to make sure that participants have grasped the essentials themselves. The fact that they may not have understood what they have been teaching may emerge during this session. In that case, they are re-taught what they do not understand. The teachers are the participants who have successfully grasped and taught the particular behaviour. In the case of these, latter, participants the teaching experience will really serve to deepen their knowledge of the Attending Behaviours.

Reality reinforcement of at least a minimal nature occurs when participants evaluate how well they have succeeded with their students. The session can only have them consider, in some detail, how successful they have been. There is no certain way of forcing them to assimilate or of knowing whether they have assimilated feedback from their efforts. They do change parts of their teaching plan that have not been successful so that there is, at least, an outward indication that they have recognized the results of their efforts.

This readjustment of plans is also demonstrated to be another phase of management, i.e., monitoring your progress or making sure matters are proceeding as they ought.

Finally, in the Evaluation phase, class members are led to consider and discuss the progress they have made, how much further down the road they are than when they first started learning the Attending Behaviours at the beginning of the course.

Resources

Paper, pencils
Teaching Attending Behaviours Sheets

Objectives

Participants who judge that their teaching programme has failed in any way will re-adjust their teaching plans. Participants will discuss skills they judge they have acquired as a result of following the course from the first lessons in Attending Behaviours.

Stimulus

Explain that what follows is not a lesson in the usual style.

1. It is a follow-through, or follow-up session, to see how well people are doing on a project they undertook: teaching the Attending Behaviours to someone else. Explain that it is not a check-up on a pass/fail basis. It is a normal step in problem-solving:

Was I able to carry out the behaviour goals I had decided upon?

Did the problem-solving behaviour goals I set for myself achieve the desired aims?

It is a normal step in management principles to make sure your plans are working out (Monitor your performance).

Make the point that without being conscious that you are following the techniques of either problem-solving or management, it is usual to notice whether a project is going well or badly, or to make adjustments as you go along.

Give the example of someone who has planted a vegetable garden. Gardeners do not expect to plant seeds and never look at the garden again except to gather the vegetables. The gardener probably does expect to prepare the soil, add fertilizer, dig trenches for the plants, that is, to make careful plans as participants did when planning to teach the Attending Behaviours. As the garden develops, weeds must be removed, plants must be preened and watered. In addition, the gardener may find that certain plants ought to be moved to a different location, or that other plants will simply never grow in this kind of soil.

The gardener may one day discover that a certain kind of insect pest has moved in and certain actions must be taken to eliminate it. In other words, the gardener may not think about the following problem-solving or management techniques, but he does so just naturally.

2. This lesson is also a means by which members can re-check on whether they have really learned what they are trying to teach. If they really do not understand what they are trying to teach, they will probably have realized this before. This lesson will give them another chance to check whether they have really learned the Attendance Behaviours and to learn them now if they think they did not learn them before.

3. Another way of looking at this exercise is to regard it as a kind of reality feedback. The group has looked at feedback, positive and negative, as it comes from other people, but it has not specifically looked at it as the result of their own, individual efforts. The results may be very successful, medium successful or not at all successful, but they are results from an effort each participant has put forth. Participants cannot escape them, but they will see that it is possible to remain in control by making adjustments if necessary.

4. Another form of feedback is that participants can see how far they have come. The Attending Behaviours were the first thing participants learned. Now they are teaching them, managing them, and assessing feedback. Originally, participants did not know how to do any of these things.

Skill Practice/Objective Enquiry

1. Participants should measure how well the participants have actually achieved the desired behaviour goals established in the "Teaching Attending Behaviours" lesson.

Anyone who is satisfied that his/her student is operating at 80% of the specified behaviour goal(s) in each of the four attending behaviours can feel that s/he has been successful. (In planning the lesson, participants have set forth behavioural performance standards as to length of time and number of occasions, for their students to demonstrate the desired behaviours. It is 80% of these behavioural goals that should be judged. In less precise areas, tracking, for example, participants should judge themselves "satisfied, by and large" with the performances of their students before assigning them 80%.) It may be that the student being taught can operate at 80% success in one behaviour and rather worse at another behaviour.

Reiterate to the group that wherever things are not working out, it is not simply good management, it is simply common sense, to take things apart and find out where the difficulty is. Encourage discussion about how well people feel they have succeeded.

Be very supportive of people who have not succeeded. Make statements, for example, to the effect that:

a. it is sensible to acknowledge when things are not going well.

b. it takes courage to admit things are not as they should be.

c. you can never achieve anything if you insist everything is perfect when it is not.

d. the important thing is not that one has made a mistake but that one is going to put it right.

2. Point out to the class that by free and frank discussion they can stimulate each other to zero in areas where mistakes have been made.

3. State that the group will start at the bottom of the TAB sheet and work upward. If this seems a bit back-end-to to the class, explain you have a reason for following this procedure.

4. a. Start with "Supplies Needed". Point out it may seem unlikely that teaching will have failed because of lack of something like an eraser but nevertheless it is possible. If, for example, the participant has failed to prepare carefully and have in hand the material a student is supposed to paraphrase, neither of them can check back on exactly how well and accurately the student performed. Explain that without supplies students may not, depending on the lesson plan, be able to have the sort of exercise, real experience that they need in order to learn to perform the exercise.

b. Then, go to the Lesson Plan. Encourage discussion.

i) Discuss "modelling". Ask who had problems here. Did students laugh when they should not have? Did students find the modelling too obvious?

Ask if any participant found that his or her modelling was really effective. Have him or her show it to the class. Have class members, who feel that their modelling was ineffective, study the method of the successful modeller. Let them practice it in class. Show yourself to be both serious and accepting and encourage this attitude in the rest of the class.

ii) How about student practice? Who felt that the practice exercises they had designed were not successful? Emphasize this is probably the most crucial part of the teaching process (a reason having appropriate supplies was also important). If participants have gone wrong it was probably here. Was the practice too difficult? Was it so easy that the student did not really benefit? Was it practice that was not effective because it did not give valid practice? In other words, did it turn out to be practice in something else and not the desired skill? Find out which class members were very successful in this area? Can the material he or she used be substituted for the material that failed?

If similar practice material was more successful with some subjects than others, what is the difference between the subjects? Did any participants find that s/he had trouble giving this exercise because s/he did not understand the material very well? (This problem is more likely to arise where students are "tracking" or when they are "mirroring", since both allow more room for interpretation errors).

Emphasize to students that one of the main points of teaching attending behaviours is to pin-point areas where participants might be unsure of themselves. At this point it would be a good idea to have a participant who has been successful in this area, take over the class and "teach" this particular attending behaviour. Others may copy the lesson for their "own" students if they wish or they may adapt or modify it in some way. Be sure the student with the effective lesson is given credit for success.

iii) Checking back with the student: If participants had difficulty teaching this skill, ask, was it because they forgot to check back with their students to make sure they were following what was going on?

(If one of the participants has been demonstrating teaching a skill following his/her lesson plan, it might be a good idea, during the demonstration, to anticipate this section, by pointing out that s/he is checking back as s/he teaches).

Emphasize the value of this technique for discovering if a student can keep up with a lesson or if the student is missing the entire thrust of the lesson or some one point, entirely. The more difficulty a student is experiencing, the more necessary it becomes to check back.

5. Skip over Desired Behaviour Goals and General Goal and go to "What will make the student decide to learn these skills?" Remind students that this was where they were supposed to have convinced their "students" that it was in their own interests to learn the attending behaviours. Do any class members feel that they did not succeed well in this area?

The coach should be careful in this area. It is easy for participants to say that it is "impossible" to motivate this person. There may be a variety of reasons why and some of them may be quite valid. Presumably the participant did not know of this personality characteristic when just persuading the student. The participant must have assumed that it was possible to persuade the student.

The efforts of the coach at this point should be directed toward having participants avoid the pitfall of assuming that the reason for failure lies entirely with their "students". Participants must see their own error where it applies, in having chosen an inappropriate student. Participants should ask themselves: Is it really "impossible" to motivate this person or did I use the wrong approach? If it really is impossible to motivate this person, how did I fool myself into thinking this person was a good candidate?

6. The coach should now have the group consider the category "Name of Student". Explain that this category has been kept until the last for a reason. The reason is that in any relationship such as the teacher-student one, it is easy to blame the student for everything that goes wrong. Point out that most people want success and if it does not occur, like to blame causes outside of themselves.

If you can possibly do so, share yourself with the group by saying something like:

> There are days when it seems to me that you are all being very dense when, in fact, I am being dull or difficult to understand or the material is poor, or I am not teaching it well.

If this does not seem an easy thing to do, substitute any anonymous teacher for yourself in this example.

The final test is that if the participant has found no serious errors in his/her performance up to now, and if the student has made no progress, then there is a strong possibility that the weakness lies with the student.

Participants who believe that their student is unable to grasp or make use of the material should ask themselves: How did I come to believe that this person was capable of profiting from my - or anyone else's - teaching him/her the attending behaviours? Suggest several reasons that might apply (without causing participants to court embarrassment for themselves and their students by group "confessions").

e.g. I wanted to think this person could learn the attending behaviours. I so much wanted to improve our relationship. This person seemed a convenient prospect, and I talked myself into thinking s/he was a good candidate.

I was really trying to prove that this person is impossible to live with and I am entirely reasonable. I was genuinely surprised to discover how unresponsive this person is; why was I so unobservant? (See above).

7. How to increase chances of success: If a participant decides that the reason for the failure lies mainly in the student, the participant must be aware that he must hasten to support the student who may be struggling with feelings of failure. Statements like, "It is not your fault; it was my fault for thinking you were smarter than you are," are out!

Participants should:

a) take the blame, and

b) let their students off the hook, e.g. say something like:

"Look, I've just found out I've been approaching this wrong (takes the blame). If it's OK with you, I'd like to let it drop for awhile. (Lets the student off the hook). It was good of you (or you were a good sport) to try it, but I think we'd better let it go. Maybe I'll try with someone else, but I've put you through enough. (Takes the blame).

Participants can increase chances of success with the same student by:

- making a note of changes in their TAB, and
- making out a fresh TAB sheet incorporating changes or improvements they have decided upon as the result of this session.

Once again, participants must

a) take the blame for student failure, and

b) explain that they are going to try new methods

c) let the student off the hook.

A participant may say: "Look I've just found out I've been going about this the wrong way. (Takes the blame). You couldn't possibly learn the way I've been teaching you. (Lets the student off the hook). I've picked up some pointers from a class session, and I'd like to try going about it a new way. O.K.?

Evaluation:

Ask:

How did participants feel about taking charge?

Did they like being in control?

What were the good things? What were the bad?

Were they uncomfortable with feelings of responsibility?

Do they feel different about themselves as a result of having influenced, even controlled, other people?

Even if their original teaching plans did not develop as they had hoped, have they learned anything from this experience about how they can plan or re-plan and, in general, manage challenges in their life?

Do they think they have made progress since learning the attending behaviours at the beginning of the course?

How?

In what areas are they performing better?

DEALING WITH POSITIVE FEEDBACK

Overview

This lesson and subsequent lessons help participants to deal with feedback. In this case feedback is meant to be remarks made by other people, favourable, neutral or unfavourable, that reflect on the student in any way, for example, dress, appearance, manner of speech. The lesson is important because it is one of the first that deals with the subject of getting along with people, one of the primary goals of the programme. It is also important because for the first time the student is forced to take into consideration the feelings of the other person as well as his or her own, an important start on inter-personal relations.

No attempt is made to modify the student's emotions in any direct way. The emphasis is on providing the student with a variety of learned verbal responses to feedback and making certain he knows how to use them. The feedback from these responses may, in turn, result in a change in the student's emotional reaction to criticism in general, and an increased sense of being in control of the situation, but these changes are not the primary purpose of the lessons.

Resources

Three flip charts, different coloured felt-pens.
Film clips as indicated.

Objective

Participants will be able to state phrases that are suitable to feedback, positive , neutral and negative, based upon perceived motivation of the person giving the feedback. This lesson in particular deals with positive feedback.

Stimulus

Tell the students that in this and the next few lessons they are going to learn to deal with feedback. Explain that the word feedback, in these lessons, means what other people say to you or anything about you: what you do, what you are, even anything that may belong to you. It could be a comment on your appearance, your work or anything about you.

Remind the students about previous lessons in which they tried to deal with their feelings about goal feedback.

Tell the students that feedback can be positive: that's when people are saying nice things; negative: when they're saying things that aren't nice or neutral, which may mean that the remark is not loaded very strongly one way or the other or that the listener is not certain what is intended.

Give an example:

A man is wearing a new suit.

> A friend gives positive feedback. He says something like: Wow! A new suit, eh? You really look sharp! OR
>
> A friend gives some neutral feedback. He says: I don't think I've seen that suit before. It must be new. OR
>
> Someone gives negative feedback. He says: Good grief! Where did you get that suit? It doesn't fit right, and the colour makes you look as if you've been sick for a month!

Tell the students that in every case of feedback you and they will have to consider the emotions of the person giving the feedback and the person receiving it. Remind them that they have previously looked at their own feelings; for the first time in this programme they are going to look hard at the feelings of the other person. In fact, they are going to look a bit harder at the feelings of the other person than at their own. Explain that this is for two reasons. The first is that handling feedback well is a very important part of getting along with other people. The second reason is that they can ignore their feelings a little more because they will be learning some set phrases to help them handle all kinds of criticism.

Add that there will be an emotional bonus for them anyway. They may find that by using these phrases, they feel better about themselves, more in command of their lives, better able to deal with what comes along.

Tell the students that the objective of these lessons on feedback is for them to learn to handle feedback of many different kinds, specifically by learning useful set phrases that will be productive of good results. In this lesson the objective is to learn how to deal with positive feedback.

Evocation

Explain to the students that in this, the first lesson of the series, they will be looking at ways of dealing with positive feedback. Remind the students that positive feedback is when someone says something nice to you about your appearance, your personality, or some other aspect of your activities. Give two or three examples of positive feedback, e.g., That's a lovely dress you're wearing. You really did a good job. You've got a wonderful smile.

Ask the students if they can think of some positive feedback. Encourage responses and accept anything that is positive however simple e.g. "You're nice". Ask them if they have ever given anyone some positive feedback. Get a few responses to why the students chose to pay a compliment, what sort of feelings they had about themselves and the person to whom they were paying the compliment.

Skill Practice/Objective Enquiry

Tell the students that they are now going to look at some common ways that people mishandle positive feedback. Expand on this by saying: People run into something good and because they can't handle it, they mess up. They turn something good into something bad.

Film clip: A young girl, Doreen is wearing a pretty, red dress. Film shows her standing in the sunshine.

Narrator's voice: This is Doreen. She has on a new dress. Here comes Phyllis.

Phyllis enters and stops, looking at Doreen.

Phyllis: Doreen! What a pretty dress! It looks lovely on you!

Doreen hangs her head, looks away, then walks off. Phyllis looks toward the camera with a quizzical expression on her face. END:

Ask the students why they think Phyllis paid Doreen a compliment; be sure to include the phrase "positive feedback". Accept "because she liked the dress", but emphasize that this is not all. One may approve of many things but one does not always comment on them.

Ask: How did Phyllis feel toward Doreen when she gave her that positive feedback on her dress? If necessary, remind students how they have felt when they give positive feedback. What you are looking for is some expression of positive feeling, e.g. kind, nice, feels friendly toward her.

Start a "good feelings" list on a flip chart. Keep one coloured felt pen for this list (but do not label it as "good feelings"), preferably a cheerful colour.

Ask the group what they think Phyllis' feelings were after Doreen's reaction to her positive feedback. Write these feelings, in black felt pen, on what you will think of, but not label, a "bad feelings" list on a separate flip chart.

Ask the group why they think Doreen reacted the way she did and what feelings she had. Record these feelings, in a neutral colour of pen, on a separate flip chart. (You will think of this as "feedbackee feelings".) Point out that Doreen's feelings may be very real but Phyllis still feels bad/hurt/foolish.

Show the next film clip: Ed is leaning on a mop. His foreman, Bob, is talking to him. Together they are surveying a large expanse of well-polished floor.

Bob: Ed, you've really done a great job on this floor.

Ed: It ain't nothing special.

Bob: It certainly is. I don't know when anyone's made that floor look so good.

Ed: Anyone coulda done it.

Bob: No one ever has until you came along. You've done an impressive job; you haven't missed a spot.

Ed: It's nothing, for Pete's sake!

Bob: Well, Ed. I want you to know, I'm delighted.

Ed: Any fool coulda done it (Walks off)

Bob: (To camera) Any fool didn't do it, Ed. You did.

END

Ask the group: Why did Bob give Ed all that positive feedback? Remember! Bob is Ed's boss! Accept and record on the "good feelings" list all good answers. Emphasize things like wanting to encourage a worker, wanting to reward good work.

Ask: How did Bob feel about Ed when he started out? List these answers on the "bad feelings" flip chart.

Ask: Why did Ed react the way he did? (If necessary suggest yourself: Ed didn't feel he deserved any praise.) List the answers on the "feedbackee feelings" chart. Emphasize that Ed can't help his feelings but he has made Bob have all these bad feelings, "frustration", etc... and Bob now has a poor opinion of him.

Show the next film clip: Scene is an office. The boss, Mr. Morrison, is sitting behind his desk. He is talking to a junior officer, Lou Johnson.

Morrison: You've done a fine job on these figures, Johnson. They're all right, absolutely correct.

Johnson: Oh that's hard to believe, Mr. Morrison, I usually make a few mistakes.

Morrison: Not this time. They've been checked.

Johnson: You checked them? You sure you didn't make a mistake?

Morrison: (Laughing). You aren't very flattering. No, I didn't check them, the computer did.

Johnson: Are you sure it isn't broken?

Morrison: Yes I'm sure. It isn't likely that you and the computer would make the same mistakes. No! You can feel good. You've done a perfect job: feel pleased with yourself.

Johnson: (Thoughtfully) I don't know how that happened. I always make mistakes.

Morrison: (Losing patience) For heaven's sake, man. If you thought the figures were wrong, why did you hand them in?

Ask the group: What kind of feelings did Mr. Morrison have at the beginning of the session? How did he feel toward Mr. Johnson? (List these on the "good feelings" flip chart).

Ask: What kind of feelings did he have at the end of the session? (List on "bad feelings" flip chart).

Ask: What did he feel toward or about Mr. Johnson? (List on "bad feelings" flip chart).

Ask: Why did Mr. Johnson say the things he did? (List on "feedbackee feelings" chart).

Ask: Would it have been better if Mr. Johnson could have responded in a different way? Who would have felt better?

Tell them some people don't accept positive feedback because they are secretly so pleased with themselves, that nothing anyone says is enough. They keep begging for more. Explain that this is called "fishing".

Show the next film clip: Ted and Martha, a couple in their fifties, are sitting at their dining room table eating dessert.

Ted: This is a fine cake, Martha.

Martha: (A little anxious) It's a bit dry?

Ted: Nonsense. It's moist and delicious.

Martha: I think I cooked it too long. I tend to do that. And I'm not good at this icing.

Ted: Tastes fine to me.

Martha: I think it's too sweet.

Ted: Icing is supposed to be sweet.

Martha: There's something the matter with the texture.

Ted: Rubbish! Slides down real easy!

Martha: I don't know, I seem to have lost my touch.

Ted: It's as good as you've ever made!

Martha: Oh, it seems to me I've done better.

Ted: (Losing his temper) All right, woman! It's the best cake in the world! No one in the history of man has ever made a better cake! We'll have a medal for you!

Martha: Oh Ted! I knew you didn't really like my cake!

END.

Ask: What did Ted feel about Martha at the beginning of the conversation? (List on "good feelings" flip chart.)

What did he feel about her at the end? (List under "bad feelings")

What does Martha feel about her cake? (List under "feedbackee feelings")

Draw the attention of the group to the difference between the "good feelings" list and the "bad feelings" list. Do this by reading first the "good feelings" list and then pointing out that these "good feelings" have been changed to the "bad feelings" (read them out.) Ask the group how people had managed to change so many good feelings into bad feelings. Accept or point out that the change is brought about by the feelings on the "feedbackee list".

Lead a discussion about how well these people are getting along with others. It should not be necessary to point out that they aren't doing well, but if necessary contrast the good and bad feelings list.

Explain to the group that this lesson is not going to try and change the feedbackee's feelings, but that people can learn a phrase, that is kind of like a band-aid over a cut or a few shingles over a hole in a leaky roof, that will help them to deal with positive feedback without "messing up".

Emphasize you are not denying the reality of "feedbackee's feelings" but that people should have a phrase to use when they have those feelings, just the way they can take an aspirin when they have a headache. Ask for suggestions of what such a phrase might be. What you are looking for and should accept is "Thank you" or "Thank you very much". Another expression could be, "It is nice of you to say so".

Then instruct the group:

1. Smile
2. Say "Thank you very much. It's nice of you to say so".

Have them do this in unison.

Play "corrected" film clips: Film clip of Doreen and Phyllis.

Phyllis: Doreen! What a pretty dress! It looks lovely on you!

Doreen: (Smiling) Thank you very much. It's nice of you to say so.

END.

Ask the group what Phyllis' feelings were when she paid the compliment. (Start a new "good feelings" list).

Ask: What were Phyllis' feelings after? (Start a new "after" list in a cheerful colour).

Ask: Is there much difference?

Ask: What were Doreen's feelings on receiving the positive feedback?

Point out that the viewer can't tell. Indicate the feelings attributed to her earlier (under "feedbackee feelings") and suggest they may not have changed. Emphasize by discussion, or by pointing out in a direct way that use of this phrase helps Doreen get along with others.

Show the next film clip: Same scene.

Bob: Ed, you've really done a great job on this floor.

Ed: (Smiling) Thank you very much. It's nice of you to say so.

Bob: Yeah. Keep up the good work (leaves).

END.

By the same kind of questions as before and/or by discussion, lead the group to see that use of this phrase kept Bob happy, prevented his getting mad at Ed and helped Ed get along. You might even point out that Ed was able to get rid of the boss much more quickly. Point to Ed's feelings on the "feedbackee" list and ask if they have changed. Agree there's no way of telling but the phrase prevented his feelings from messing things up.

Show the next film clip: Mr. Morrison and Lou Johnson as before.

Morrison: You've done a fine job on these figures, Johnson! They're all right, absolutely correct.

Johnson: (Smiling) Thank you very much. It's nice of you to say so.

Morrison: Yes. Well what are you working on now?

(TAPE END).

Have the same discussion as before, bringing out that:

a) the positive feedbacker maintains his/her positive feelings.
b) the feedbackee is getting along; he hasn't started up any bad feelings.
c) the feedbackee feelings may not have changed, but at least he has not allowed them to mess up his relationship with his boss.

Lead a discussion concerning Ted and Martha.

Could Martha ever have enough praise? (NO)

Why does Martha want so much praise? (SHE WANTS LOVE)

Is she going about getting it the right way? (NO)

If Martha had smiled and used the magic phrase, what would not have happened?

Would she be getting along better with Ted?

Focus once more on the list of feedbackee feelings. Remind the group that everyone agreed that the magic phrase did not remove the feelings, but things were better in one sense. Ask the group about the film clips where the magic phrase was used. How were they different from the first clips?

The point you are trying to make is that they are much shorter. The feedbackees still felt undeserving, uncomfortable, and in the case of Martha, unloved, but they had to have these feelings for a much shorter time. Would they feel better or worse in the later film clips?

Emphasize to the group that knowing how to handle feedback puts the feedbackee in charge of the situation. She or he can produce good feelings in someone else and prevent bad feelings in him or herself. Say something like: Everybody wins.

Skill Application

Tell the group that this will be easy since they all know the magic formula. Have them all repeat it together (with smile). Explain that, for fun, you will go around the group and give some positive feedback to every member. Each is to respond appropriately.

1. That's a very becoming outfit!
2. Love your mustache!
3. Saw you with your date last night. Boy, can you pick'em!
4. Boy, this spaghetti sauce you made is terrific!
5. That was really kind of you!
6. I don't know anyone that can do as good a job as you can!
7. Wow! Can you ever play drums! You're hot, man!
8. I don't know anyone else who's as easy to get along with!
9. Boy! When you smile, it's really something!
10. You make some very useful remarks!
11. I sure wish I could dance as well as you do!
12. We all owe you a great deal for the courage you have shown.
13. You're a very generous person.
14. Gee! You're in great shape.
15. You're a very honest person.

Evaluation

What did you learn today? Did you get rid of any uncomfortable feelings you may have about positive feedback? Did you learn a way of lessening these feelings?

Lead a discussion of possible situations where using the magic phrase and being able to deal with positive feedback could be useful. What are the advantages to being in charge of a situation? Do they think most people enjoy giving positive feedback? Why? What happens if you take good feelings away from people?

DEALING WITH NEGATIVE FEEDBACK

Overview

In this lesson students learn phrases that will enable them to deal with negative feedback, a more difficult area of feedback than positive feedback. The problem lies in the fact that while responses to both positive and negative feedback may be spontaneous, the tendency for reaction to negative feedback to be explosive means that there is the greatest potential for damage to all individuals involved.

This lesson is similar to the one on positive feedback in forcing the student to take into account the emotions of the other person as well as those of him or herself. In the case of negative feedback, the assessment of the feedbacker's emotional state must be made very rapidly; nothing approaching a refined diagnosis is possible. The students are therefore taught to recognize only very generalized emotional states. They learn a standard remark to match each assessed state; in other words, students learn a battery of responses to deal with different levels of negative feedback. In this lesson, the person who gives feedback is called the "feedbacker"; the one who receives it is called a "feedbackee".

Resources

Five flip charts and coloured felt pens.

Objectives

By the end of the lesson students will be able to repeat at least 5 different responses according to their assessment (approximate) of the emotional motivation of the speaker.

Given negative feedback, they can apply the correct response.

They will apply the necessary behavior in their out-of-class lives.

Stimulus

Tell the students that in this lesson they will learn some ways of dealing with negative feedback. Explain that negative feedback is when somebody says something to you or about you or your appearance, something you've done or anything about you that shows they think there is some kind of lack in you. Tell them some words that might apply: disapproval, criticism, blaming, etc.

Explain that where it was possible to have one phrase that would cover any positive feedback, dealing with negative feedback will require them to learn a variety of phrases. And one more thing: sometimes it is better to say nothing at all.

Phrases dealing with negative feedback have to match the mood of the person handing out the feedback. Continue with the explanation that that is because when someone is handing out negative feedback the possibility of matters becoming explosive or turning into a terrible fight is invariably present. Tell the students that the phrases they learn to deal with negative feedback, just like the phrase they learned to deal with positive feedback, will not stop them having bad feelings. But the phrases they learn will act like a band aid over a bad cut. This band-aid prevents the cut from getting worse through becoming infected, and it prevents it from being banged and hurting worse. These phrases do the same thing: they seldom take the bad feelings away, but they prevent the situation from getting worse, and they will prevent the students from feeling worse.

Another bonus is that students will be the ones who remain in control of the situation. In a set-up where all hell could break loose, they will make certain it doesn't.

Tell the students that the objectives of this lesson are:

(1) that they can state at least 5 different set phrases for dealing with negative feedback;

(2) that given some negative feedback they can find and apply the appropriate phrase and;

(3) they will apply appropriate phrases in dealing with negative feedback, in their day-to-day lives.

Evocation

Remind the students that you have stated that negative feedback could be described as: disapproval, criticism and blaming. Ask them if they can think of any other words to describe negative feedback or the emotions or feeling behind it.

Remind the students that you also said that negative feedback has the greatest possibility for turning into a really "bad scene".

Get their reactions as to why this may happen. What are the feelings of the person who is on the receiving end of the negative feedback?

Get the group involved in this discussion. Go around the group and have every member describe some negative feedback s/he has received. It need not be recent or major. If the group hangs back, share an experience of your own, preferably one you did not handle very well.

Lead a discussion about feelings one may have in connection with negative feedback. It is pretty general to feel some kind of unhappiness or bad feelings when we are on the receiving end of some negative feedback. Why?

Lead the discussion down to two separate points:

(1) Negative feedback is often experienced as a lack of love, liking or regard, and

(2) Negative feedback makes us feel that we aren't perfect or that we haven't lived up to some kind of expectation we have for ourselves or that others have for us.

Lead discussion around these two points.

Then cover the following points:

Is there anyone that any of them knows whom they admire day in day out, no matter what they do?

(Accept the love of parents for a baby but not much else.)

Do they all really think that they are lovable and without faults all the time?

Have some discussion about this. Does anyone in the group really believe s/he is perfect? We all say "No" but react to criticism as if we believe "Yes" (even those of us who make a lot of self-put-down remarks). Let this be essentially a serious discussion, but it's good to have everyone laugh about how we kid ourselves.

Point out or accept from the group that we all know we are not lovable all the time but none of us likes having the fact pointed out to us. The point to get over is that we are all unreasonable on this matter, but life is a lot easier if we accept that we are not always lovable, and it is just part of life to have other people point it out to us. Nobody enjoys negative feedback, but it is a necessary life skill to be able to ride it out and not lose control when it happens.

Next, lead the discussion of the expectations a person may have of him or herself. In this group there may not be anyone who prides him/herself on doing computer programming or higher calculus but everyone has something he or she prides him/herself on. Share yourself with the group. Say something like: I don't care if I can do ..... but I'm really proud I can do ......

Have each member of the group state something about him/herself of which s/he is proud. After each statement, say: Let's get that in proportion. Do you think you're better at this than anyone else? or Do you think you'll make it to the Olympics?

Make the point that few of us would state we think we are better than anyone in the world at doing something or are going to get a gold medal, but it kind of hurts to admit it. This feeling is another form of expecting ourselves to be perfect.

Repeat:

If you can live with the fact that you are not perfect, you can live with the fact that other people are going to point it out to you occasionally. Accepting that you are not perfect gives you a definite edge over other people because it's the first step toward dealing with negative feedback. Tell the participants to let themselves off the hook: they don't have to be perfect.

Provide them with an example of bad handling of negative feedback:

> Gladys works in a fabric factory. It is her job to make sure that the fabric is wound smoothly onto a bolt. There ought not to be any wrinkles because wrinkled fabric can't be sold. Gladys is a very neat dresser and generally a neat person. She is a good choice for this job because she is careful and likes everything to be just so. In spite of her efforts some wrinkles do slip into the fabric bolt and the foreman complains to her. He points out that she is letting some wrinkles get away from her and suggests some ways she could avoid this.
>
> Gladys cannot bear the thought that she is not performing perfectly, especially as she makes such a point of being neat. She cannot or does not bother, to notice that the foreman is only mildly worried and is just trying to help. She flies into a temper, breaks into tears, behaves as if the foreman has accused her of strangling her grandmother and quits her job.
>
> She has broken the two laws of dealing with negative feedback
>
> (1) she won't accept she isn't perfect, and
>
> (2) she hasn't reflected the feeling of the person who criticized her.

Skill Practice/Objective Enquiry (A)

Tell the group that they are now going to learn 7 ways of dealing with 7 kinds of negative feedback.

Each type will be studied in turn under five headings. Have 5 flip charts ready or space on a blackboard of flip charts for 5 lists.

The headings are:

(1) Feedbackee feelings - because these, after all, are what the responses must reflect.

(2) Feedbacker feelings - emphasize these are worth knowing because it is possible to make them better, BUT the purpose of this lesson is mainly to put a band-aid over a hurt.

(3) Bad Results - what could go wrong if the negative feedback is badly handled.

(4) Correct response - this will include the phrases reflecting the feedbacker's feeling, the phrases the group will use.

(5) Best Possible Results - to be contrasted with the Bad Results.

Tell the group that you are going to start with negative feedback for which there is no correct phrase, although there is an adequate response.

Give them an example in the first category e.g.

> You are sitting in a bar having a beer with some friends. A man comes over to your table. He uses a lot of foul language, tells you in one way or another that you are a coward and asks you to step outside and fight. It is clear to you that he is drunk.

First you ask yourself: Why does he feel this way? Point out to the group it won't take them as long as it takes you to say this to figure out why the guy is angry. He's drunk.

Then ask yourself, how can I show him I understand? Explain there is no way. The guy isn't himself. He's drunk. What will happen if you tell him he's drunk?

Point out, once more, that having this thought won't take them very long. It will occur in a flash.

Under Feedbacker feeling write down "angry-drunk".

Then ask the participants how they would feel if this happened to them. List these feelings under "Feedbackee feeling".

Get the group reaction to what might happen if they were to go outside and fight the guy.

Under "Bad Results" write down predictions e.g.

You both end up in the slammer.

One of you ends up in hospital.

Emphasize that there is no phrase for this situation and there is no danger in it.

In response to suggestions, point out that remarks like: "Take it easy feller", "Go away" or "You're drunk" simply have no effect on people who are fighting drunk. Under "Correct response" write down "Keep quiet and, if possible, get out of the bar".

Ask the group what would happen if the person kept quiet. Under Best Possible Results write down something like: "The drunk is still drunk and still mad." In these conditions that is the best anyone can hope for.

Contrast Best Possible Results with Bad Results.

Ask the group if they can think of another situation where it would be best to KEEP QUIET because the situation is too explosive.

At this point look for two broad categories of response:

(1) where you can't figure what the person might do, especially if it might be dangerous

(2) where you aren't sure you can control your own feelings.

Accept and write down on the appropriate lists:
any kind of chemically induced condition
unreasonable and savage rage
any situation where the individual is virtually unreachable.

Mirroring the feelings of the feedbacker is usually the key to handling negative feedback, but not in this case.

Make a point: e.g. Say: If someone is throwing the furniture around, it's just not going to help if you say, " I can see you're angry."

Ask them: supposing you get mad, or say something back or threaten with the police, what might happen? Write down the predictions on the Bad Results chart. Give the Response under the "Response" list.

Once more remind students to KEEP QUIET and leave if they can.

Write down results on Best Possible Results
"nothing better, nothing changed"

(As an aside, point out that if there is real danger that people will be seriously hurt, e.g. someone is waving a gun about or beating children, it would be a good idea to call the police but participants need not advertise the fact.)

Take the participants through a situation where they cannot be sure of controlling their own feelings e.g. someone is attacking their religion or their ethnic background, or even the character of one of their relatives.

Go through the whole business with the charts again. Under feedbacker feelings, write something like "hatred" "malice".

Under feedbackee feelings write "rage, "hatred".

List Bad Results if feedbackee loses control.

Emphasize that getting up and walking out when someone else is behaving intolerably is the standard way of behaving. Explain in easy language this is the honourable thing to do.

Give any examples that come to mind.

Under Best Possible Results write down "other person is shown to be rude, intolerant, insensitive windbag. S/he is left sucking air. You look good."

Emphasize that the participant should walk out before starting to argue. Argument will make it more difficult to control his/her feelings and will diminish his/her control of the situation.

Remind students, once more, that it is best to say nothing if:

(1) the other person is, for whatever reason, beyond reaching and/on

(2) the situation is explosive or dangerous.

The next stage of negative feedback is where the other person can be reached but the person who receives the feedback is not quite sure what the problem is.

Give some examples:

1. You have worked on the same job for a year. No one complains. One day your boss comes in and start tearing a strip off you about some minor or major fault you were quite ignorant of. Perhaps he is so angry that he isn't even making very good sense. You can see he is upset but you don't know why.

2. You are a housewife and you have been married more or less happily for several years. One night your husband comes home from work and starts complaining to you because you never make lasagna for dinner. You didn't even know he liked lasagna. He rages on and on. You can't imagine how anybody could be so upset about not having anything in particular for supper, let alone something he's never said he liked before.

3. You and Pete have worked together for two years. You get along fairly easily. One day Pete gets very excited and angry and asks when you are going to stop using that stinking brillantine on your hair. Pete has often kidded you about things, and if he had not liked the stuff you put on your hair, you're certain he'd have teased you about it. In any case, it doesn't make sense for anyone to be that mad over someone else's hair cream.

Ask the group what they think has happened to all these people. Don't accept "he's flipped". What you are looking for is a realization that something else completely is bothering the person, and they're taking it out on you.

Allow some discussion: this isn't fair but it happens. Possibly students have done this themselves.

Follow the pattern of listing feedbacker feelings, feedbackee feelings, Bad Results and Best Possible Results.

Start with feedbacker feelings. Have the students give some input. What you are looking for is:

The other person is angry or upset about something, but the student is not sure what.

Go on to feelings of those who receive the feedback.

Always get student input but what you want is "angry, indignant and/or puzzled".

Next do "Bad Results"

Have students predict Bad Results and have students work with you on the response. Remind the students about mirroring behavior. If they were going to mirror this person's feelings, what would they say?

"I can see you are very angry about something" is accurate, but some people will deny that they are angry (ever), and some won't like the "something".

Lead the group up to the phrase: (Solemnly nodding the head) Yes! I can see that's bothering you a lot, or Yes! I can see you really find that upsetting (or perhaps both).

Now work on Best Possible Results.

Ask for predictions of results this phrase will have. What you are looking for is:

The other person experiences some relief at having his/her anger, recognized.

The student is in control of the situation and may even have helped the other person.

Sum up this section:

Tell students they can recognize this situation when:

the anger is out of all proportion to the complaint, and therefore, the student is not quite sure what the other person is angry about and the other person is taking it out on the student.

Tell the students you are now working your way up to where the receiver of the feedback is not quite so mystified as s/he was in the two previous cases.

Give three examples:

1. You have been out of work for three months. You've been looking for work but during the last 3 or 4 weeks you've been discouraged and you haven't been looking as hard as you might. Your wife begins to light into you: she says you're lazy and shiftless and gutless. She is tired of trying to manage on U.I. Benefits. She wants you to try harder to get a job. She goes on and on. You feel miserable and uncomfortable and kind of mad at her. You wish she'd stop nagging. You also know she's a little bit right.

2. You are a young woman working in a factory. Your best friend works in the same shop as you do. You and she spend quite a lot of time laughing and joking together. You do some work, too, but not as much as you could if your friend worked somewhere else. One day the foreman approaches you and tells you you'll have to improve your output. He is usually a pleasant man but he speaks sharply to you. He says you are lowering the production of the entire unit. You really feel resentful because be hasn't said this to anyone else and usually he's friendly. This is the third time he's spoken to you. You know he gets into trouble with the office if the unit's output is down. You know you could produce more if you and your friend stopped fooling around.

3. You work in a department store in the shoe department. One day at about 5 o'clock an elderly customer comes into the department. You are feeling tired, and the customer doesn't look as if she means business so you make no move to go over and help her. Later your boss tells you she complained because no one helped her. She is an old woman and needs help. You know this store takes pride in the service it gives its customers, and your boss is probably really worried by your behavior. You feel mad because no one worries about how tired you are. You know that you should have helped the woman and that you let your boss down.

Start working on feedbacker feelings.

Be sure "worried", "anxious" or "uneasy" is amongst the descriptions.

Ask what feedbackee feelings would be:

Emphasize that in every case the feedbackee knew s/he could do better. Remind the students of earlier discussions about ideas we have about the need to be perfect and the expectations we all have for ourselves. Make this discussion relevant to the cases given as examples. So under this list there might be "anger", "guilt" or "disappointment in self". Be supportive about the fact that these are difficult emotions to tolerate.

Ask for predictions of what will happen if people act on these feelings. List under "Bad Results".

Talk about the need to find a response that will act as a band-aid to go over these feelings. There is the need to mirror and try to deal with the feedbacker's feelings.

Ask the group what has to be dealt with:

(1) the anger of the feedbacker and

(2) feedbacker anxiety

This mirroring will be shown up in the "Response".

Point out that general acknowledgement of the feelings of the other person can be recognized by simply saying "O.K.". If they like, they can add the previous phrase: "I can see that's bothering you a lot." They should deal with the other person's anxiety. Give reassurance. So the whole phrase goes:

"O.K.! I'll do my best to fix it," or "I'll see what I can do to fix things",

or

"O.K. I can see that's bothering you a lot. I'll see what I can do to fix things".

Have the students talk about and then list the Best Possible Results.

The feedbacker knows you are taking him/her seriously (translated into loved, respected).

The feedbacker may have been worried about speaking to you, s/he is relieved you've taken it well and s/he will have warm feelings about you. You are in control of the situation.

Lead a little discussion on the side to remind students that these replies are band-aid replies, i.e. they are not meant to mend feedbackee feelings. Emphasize that, in this case, accepting and acknowledging the negative feedback may be painful, BUT having the correct response can restore feelings of self-worth.

Add that the next step is even more difficult. That is when you make the criticism a part of your picture of you and try to do something about it. Share a personal experience with the group.

Remind them of their band-aid phrase. They say: "I'll see what I can do to fix things".

Ask them if anyone has ever said anything to them like that and then done nothing.

Try to make examples that will be close to their lives: e.g. A neighbour or a friend who promises to help and then does not. So the final step is trying to improve performance.

Ask what will happen if they promise improvement and don't deliver.

One convenience of improving after criticism is that it does get the other person off your back.

Contrast Bad Results and Best Possible Results.

Sum up this section for the students by reminding them that in the section just discussed:

the feedbacker was (a) angry, and
(b) worried
the feedbackee, or student, was (a) angry, and
(b) not certain the other person wasn't right, in fact, or was fairly certain s/he was right.

Tell them you are now going onto a new situation. Give an example:

> You are driving your truck. You are driving faster than the speed limit and you know it. A traffic cop stops you. He says you're driving too fast and the load on your truck is not stacked the way it ought to be. The cop is not angry but he is rude and overbearing. You feel yourself getting mad at him.

Ask what are the feedbacker feelings?

List them under feedbacker feelings. They may include: "pleased with himself", "satisfied" "wants you to cut it out".

Point out to students that the policeman is, in fact, doing his job and is not usually angry even if his behavior is rude.

Ask for and list feedbackee feelings. How do we usually feel if a) we are wrong, and b) someone is rude to us about it?

List feelings on feedbackee list: angry, ashamed, very uncomfortable, mad at yourself, etc.

Ask students what might happen in a situation like this if they do not have a band-aid phrase for their feelings.

List under Bad Results.

Talk to the students about the best "Response". Remind students that band-aid phrases are based on the feedbacker's feeling. In this case they don't have to deal with anger; they have to deal with the fact that the other person wants them to change their behavior.

The most difficult part is one's own feelings of anger at the other person's rudeness. This is why they need a band-aid phrase.

Ask for a phrase that meets the other person's needs and list and discuss under "Response".

Anything approaching: "Yes, you're right", is quite sufficient.

It might be worth mentioning that if the student is very angry and afraid, s/he may start swearing, or become violent. The situation is as serious as the first group of situations described.

The answer, in that case, is KEEP QUIET.

Ask for predictions of outcomes if either of these tactics is used.

List under Best Possible Results.

At least nothing is worse.

The other person is certain s/he has got through to you. If the other person needed to feel superior or pleased with him/herself, s/he will.

Remind students they are now in control of the situation. Emphasize that the effectiveness of these replies is wasted if student does not change his/her behavior, e.g. drives off at 100 K.P.H. again.

Remind students they have looked at a situation where:

(a) the feedbacker only wants them to change their behavior but is rude, and
(b) the student is clearly in the wrong.

Tell them you will now look at another kind of situation.

1. Your boss comes up to you at work and tells you you are doing something wrong. Your boss is not angry at all, he's just telling you you're messing things up. You are not certain he's right but you are not angry either.

2. You make a bookshelf. You think it's O.K. Your best friend tells you you went about it the wrong way. There are no hard feelings but you are by no means certain he is right.

3. Your mother-in-law is visiting and your child starts misbehaving. You try being patient with the child, but he is so naughty you finally get desperate and tell him to stay in his room. Your mother-in-law points out very quietly that in her opinion you should have spanked the child. You aren't certain that spanking is the answer either.

First, ask for feedbacker feelings and list them. They should include "wanting to help" and may include "some disapproval".

Next list feedbackee feelings. These should include: "unsure", "uncertain" and possibly, if the group wants to be honest, some "mild irritation".

Now, go into Bad Results and ask what would happen if the feedbackee acted on his/her feelings. ("I'm not sure you're right" or "Who asked you?") List predicted Bad Results. Start working on "Response". Can the group think of a band-aid phrase based on the other person's feelings?

Remind participants once more about mirroring. Ask: What does one usually say if someone asks to help? "Thank you" is a good start. But it sounds a little abrupt, as if you wished the other person would be quiet. You can't say you're going to do what they suggest because maybe you aren't. But you are going to think about it. So the band-aid phrase is:

Thank you. I'm really going to give that some thought.

or

Thank you. You've given me something to think about.

Ask for predictions on the result of the use of this phrase. List under Best Possible Results. The other person feels valued (translated: respected = loved).

The feedbackee has given him/herself time to think over what s/he wants to do.

Contrast Best Possible Results and Bad Results.

Sum up for the group that this phrase is for use when

(a) the feedbacker means to help, and

(b) the student isn't sure whether what has been said is helpful or not.

Tell the group that sometimes we ask for feedback but still are not very pleased if it's negative.

1. You buy a car. A friend of yours is an expert in cars and you ask him or her to come and look over your new purchase. She says you've been taken.

2. You are a young woman of 21 years living at home. You buy yourself a new outfit. You ask your brother what he thinks. He says:

"You aren't going out like that, are you?

Tell the group: O.K. you asked for it. You got it.

Take them through feedbacker feelings and feedbackee feelings (irritation, chagrin).

Ask the group to predict Bad Results if they don't have a phrase.

Next, go on to the Response.

The best mirroring phrase is something like:

Thank you for your opinion (or feedback). I'm really grateful for the effort you made.

This phrase is equally good for the dealing with sincere friends or sarcastic younger brothers.

Under Best Possible Results point out that students will still be in control of the situation.

The coach could add: The next time, go with what you think and don't ask for opinions.

Contrast Best Possible Results with Bad Results.

Next ask the group to think how they react to mild, meant to be helpful feedback that you didn't ask for.

You've bought the dress or the car, you've baked the cake and there's no way you can change the situation if you want to.

Your friend says. "Why did you buy that heap?"

Your younger brother says: "Are you really going out like that?"

Your friend says: "You didn't put enough sugar in this cake!"

Take the group through: feedbacker feelings, feedbackee feelings and Bad Results.

Now work on Response. This time you are mirroring feelings of the other person, but you should also let them see they haven't upset you too much (whether they did intend to or didn't). For example:

Sorry you don't like it. It was/is the best I can do.

Sorry you don't approve. It was/is the best I could do.

It seemed a good idea at the time. Sorry you don't like it.

Discuss Best Possible Results. Sometimes the most that happens is that nothing gets worse. In some cases, the feedbacker starts out feeling angry and ends up feeling loved or appreciated.

Contrast Bad Results and Best Possible Results.

Skill Practice/Objective Enquiry (B)

Have the group look at the list marked Responses. The list will run something like this.

KEEP QUIET and leave.

Yes! I can see that's bothering you a lot.

O.K. I can see that's bothering you. I'll see what I can do to fix things.

Yes, you're right.

Thank you! You've given me something to think about.

Thank you for your opinion. I'm really grateful for the effort you made.

Sorry you don't like it. Sorry you don't approve.

The list will seem quite long.

Ask the group if they can spot any phrases that can do double duty.

"O.K. I can see that's bothering you. I'll see what I can do to fix things", for example, could easily be memorized to cover: "Yes! I can see that's bothering you a lot". It might be less accurate but if people have trouble memorizing both, this is the one they should learn.

"Yes. You're right" is even easier but some people might feel that although this will do for several situations, it is not a sufficiently large band-aid to cover their hurt: e.g. if you really have no idea why the other person is so angry or if the feedbackee is feeling intolerably guilty or if it means having unfairly to acknowledge doing something the feedbackee did not do.

"Sorry you don't like it" could also cover a number of situations where the criticism is not very severe, especially if it is said in a pleasant manner.

The point to make is that there is some lee-way in choice, of appropriate response if the student has trouble deciding on the feelings of the feedbacker. It is equally important to emphasize that the response must still be appropriate. e.g. there is no substitute for "Thank you! You've given me something to think about!"

Skill Application

(1) Start a discussion about handling negative feedback. Get the students to repeat the phrases they have learned.

(2) Ask how they will decide which one to use?

Remind them of the four lists you kept. Which list(s) was/were used to decide upon the band-aid phrases?

(3) Start a discussion about how long it will take them to decide which phrase to use.

(4) Take students back to the Evocation section where they all mentioned some feedback they had not managed very well.

Have each person state how s/he would react as a result of this lesson.

If students are shy, let them work on the coach's remembered negative feedback first.

(5) Tell students that you will now repeat some negative feedback to each one and each is to give the correct set phrase in reply.

Don't tell me you spent an hour and a half on this homework! It's a mess! You got every problem wrong. Look at this work! Look at it! It looks like a bird nested in it. Am I right? Am I right?

Do you know you blink all the time? Blink! Blink! Blink! It just drives me crazy. You do it all the time. Why don't you stop? I can't stay in the room with you.

You just have to work faster. You're putting everyone else behind. For God's sake get a move on! You're putting the whole operation behind.

The next time you sew a dress, use ribbon binding on the hem and make the hem shallower. Then you won't get that gathered effect.

You want to know what I think about this pup you bought? I think he has worms.

Get out! Get out! I don't want to see you. I don't want anyone like you near me! You horse's arses are all the same. You make me want to vomit.

Can't you do anything right? This is the second time this year you've got the date wrong! How can I be expected to do a job of work when I have to work with you! Nothing is going to go right if you keep making mistakes every six months. Really you're impossible!

That dress makes you look like the side of a barn.

Stop interrupting me! How can you learn anything if you keep interrupting? What's that? It'll be another five minutes. We'd have been finished fifteen minutes ago if you didn't keep interrupting. No. Not another question. Your behavior is impossible.

What's the matter with you? You've got snakes growing out of your ears. Don't let them get near me. I don't want to look. They're poisonous, they're gonna get me.

Your half-witted Irishman! Ready to start a fight? You're all the same. Nothing between your ears. Space. Hate the whole lot of you.

Dear! I really think you have a tad too much make up on. Too much for a girl your age!

Look Joe. You just aren't tightening those bolts enough. I have to go over everything you do. It's nerve-wracking. If those bolts aren't tight enough the whole contraption will fall apart. Get with it.

Know what your trouble is? All your brains are in your feet. You can dance o.k. but you can't spell. Look at this letter, the only words you've spelled right are "the" and "cat".

(6) Tell students there is a take-home project. During the next week they are to watch out for negative feedback (criticism) and try to apply one of the set phrases correctly.

Evaluation

Ask students what they learned in this lesson.

Is there any one emotion behind negative feedback?

Do they have any clearer idea of why negative feedback is hard to take?

Can negative feedback ever be useful?

What are the advantages to being able to deal well with negative feedback?

Ask each student how s/he sees the capacity to deal with negative feedback as being useful in their lives.

Frankly point out that not many people handle negative feedback well. If they can use it to improve their performance, if they can make their critic like them, they are amongst the most able people in the world.

DEALING WITH "NEUTRAL" FEEDBACK

Overview

In this lesson it is made clear to participants that there is only rarely such a thing as neutral feedback. The point is made that any comment about a person or that person's activities, relatives or possessions is likely to be interpreted by that person as positive or negative even if the intent of the speaker is neutral - and the fact of comment alone nullifies the possibility of complete neutrality by the speaker.

The point of this lesson is that students learn to deal with borderline feedback as a gradation of feedback between what is clearly negative or positive. They learn phrases which will help them to distinguish or clarify when they are in doubt about whether feedback is positive or negative. Because while there may be no such thing as truly neutral feedback, there certainly are cases where the intent of the speaker is unclear. Incidentally, the practice-exercises will help the students to gain a clearer picture of themselves by showing them whether they usually perceive themselves as being criticized or praised.

Resources

Flip charts
Copies Appendices I, II or III, pencils, slips of paper

Objective

By the end of the lesson the participants will be able to state these remarks and/or questions that will help them to respond to or clarify "neutral" feedback remarks. When "fed" examples of positive, negative or borderline feedback, they can produce an appropriate response. Finally, they will keep track on a special form of ten examples of feedback and the way they have handled them in their out-of-class lives.

Stimulus

Remind the group that they have been dealing with positive and negative feedback. In this lesson, tell them they are going to learn to deal with "neutral" feedback. Expand on this by stating that such a thing as "neutral" feedback rarely occurs for two reasons:

1. The fact that feedback occurs means that one individual or that individual's activities or possessions have attracted the speaker's attention in some way, and

2. We rarely have neutral feelings about anything to do with ourselves. Therefore we can only very rarely accept a comment as neutral - whatever the intention of the speaker.

It does happen that we are occasionally fairly indifferent or unmoved by the intent of the speaker, especially if it is a matter that we don't care about very much. More frequently we are uncertain of the intent of the speaker and want to make sure of what the message really is.

Today, students will learn phrases that will help them deal with both these situations. As before, what they learn today will help them to stay in control of the situation. In addition, at the end, this lesson will show where so-called "neutral" or borderline feedback fits in in the whole range of feedback from negative to positive.

Point out that incidentally each student may learn about another aspect of him or herself: whether they normally see themselves as being criticized or praised.

Tell the group that the objective of the lesson is that they will know of at least three phrases suitable for use with borderline or neutral feedback both when the recipient is fairly indifferent and when s/he is uncertain of the intent of the speaker. Given an example of feedback which may fit in anywhere between the most positive and the most negative (including borderline remark), they will be able to make an appropriate response. In addition they will carry what they have learned over into their private lives by keeping track of the next ten examples of feedback directed at them, noting how they responded and how the other person responded to their response.

Evocation

Hand out a list of the following remarks or read them aloud. Ask participants to indicate whether s/he consider each one to be positive or negative:

See you have a new dress.
Is that your dog?
Your work is O.K.
I see you chose a blue car.
You're one of the boys, eh, Joe?
You're just an average person, eh, Joe?
Mrs. Jones, you feel the way any mother would.

Emphasize to the group how differently the students reacted to whether the remarks seemed positive or negative. This means that so-called "neutral" or borderline feedback has the greatest potential for developing into a "bad scene". (Although if it really is positive feedback, the possibility to put things right is much greater). This is a good time to demonstrate, with (say) the first example, the emotion which may be experienced by the person giving the feedback and the person receiving it.

See you have a new dress.

Feedbacker feelings could be:

1. You have a new dress!
2. You look terrible, but you're probably expecting me to say something.
3. You really look nice!
4. It's about time!
5. You got another new dress!
6. And here I am in my dowdy old dress.

Feedbackee feelings could be:

1. Oh! He likes my new dress.
2. Oh! S/he doesn't like my dress, s/he's just said something neutral to be polite.
3. You can't do anything around here without attracting attention.
4. S/he probably thinks I'm just a clothes horse.
5. She's jealous.
6. Good heavens! This must be the eighth time I've worn it.

Ask the group to match up feelings of feedbacker and feedbackee, matching feelings number 1, 2, 3, 4, 5 and 6. They will see how easy it is to misinterpret a "neutral" remark and, therefore, precipitate a crisis out of a very minor and probably unimportant, remark. Ask them whose feelings could be most likely to form the basis for a response.

The feedbackee is thinking of the feelings of the other person (as one in dealing with negative feedback), but is very possibly getting them wrong. It is, however, his or her perception or idea about the feedbacker's feelings that will prompt the reply. Repeat that this is where the possibility for matters to get out of hand originates. (Someone will point out, or the coach may do so, that borderline feedback experienced as negative feedback is, for all practical purposes, negative feedback, and the same holds for positive feedback. The coach should assure the group that this idea will be dealt with later.)

Have the group start thinking of possible feedbacker feelings or motivation behind: "Is that your dog?" Then have them think of feedbackee feelings that the owner (or non-owner) of the dog might have. List these feelings side by side on two flip charts. The group should now have some idea of the shades of reaction it is possible to have to a so-called neutral remark. The group should also be aware that it is assessment of the feedbacker's feeling that determine the response, but the problem is to avoid giving a response that is a gross mis-match to the feelings of the individual who originated the feedback.

Skill Practice/Objective Inquiry

A. 1. (a) Start by suggesting that the group concentrate first on remarks that do not bother them very much one way or another. They really experience these remarks as neutral or are fairly indifferent to the feelings of the other person.

I see you chose blue for your car.

Might be perceived as truly neutral and/or unimportant feedback. OR it might be seen as feedback indicating disapproval but disapproval that is not regarded as important. OR it might be seen as positive feedback from the other person, but still the feedbackee is indifferent.

Ask for suggestion as to what might be a very neutral response to this kind of feedback:

e.g. Yes! Yep! Right! Guess you're right Can't argue there!	Write these phrases (and any other acceptable suggestions) on a flip chart

(b) Ask what will happen following this sort of remark if the feedbackee has misjudged the feeling of the other person.

Try to get the group to see that either

1. not much will happen, or
2. the other person will push a little harder and force you to deal with some positive or negative feedback (e.g. for Pete's sake! Why didn't you show some imagination? Everyone gets a blue car!)

Tell the group that this is where their earlier training in dealing with positive and negative feedback is once more useful because they must now deal with this feedback as what it is: negative feedback.

O.K. I'll do my best to fix it, or
O.K. I can see that's bothering you a lot. I'll see what I can do to fix it, or
Yep. You're right.

The latter is the most appropriate in this situation unless the feedbackee really intends to change the colour of the car. If the feedbacker becomes more specific in a positive way, e.g. Oh! I just love blue cars!, the standard "Thank you!" covers the situation.

2. Bring up the problem of what to do on the occasion when the comment appears neutral and the feedbackee simply cannot be bothered to know if it isn't. The same scenario holds as for above. The only difference is that dealing with negative or positive feedback may bother the feedback recipient a little more.

3. Bring up the problem of what the feedbackee should do when s/he is not sure whether the feedback is positive or negative. This is tricky. The feedbackee needs to get certain whether it is negative or positive feedback but remarks like: Whaddya mean by that? may sound like the prelude to a fight. Ask for suggestions from the group.

So, what do you think? or
I'm not sure I get your drift.

Write these and any other worthwhile suggestions on a flip chart

Both seem fairly harmless.

Ask the group if they need to think about more than the words when making these remarks. The point to bring out is that the way the remark is made (tone of voice) is important. The danger is that if the student does not sound hostile, s/he may sound suspicious. Have a group discussion about what the results would be if the feedbacker does sound suspicious or hostile when feedback of any kind is made. Have a group discussion about just how helpful it might be to have cleared up just what is meant. Try to get the point across that it might not be very important in some cases, e.g. You have a new dress! or, I see you chose blue for you car! But in others the individual might feel uncertain and anxious, e.g. if someone says: "Your work is OK" and might really want to clear matters up: Does s/he mean the work is acceptable or only OK?

4. (a) Ask the group what an individual should do if s/he experiences the feedback as negative or positive when it did not start out this way. Let there be some discussion on this point. From the point of view of the feedbackee, for all practical purposes, the feedback is positive or negative. Make the point that we are all prisoners of our own tendencies and ways of looking at things. If we really have a lot of feelings of inadequacy we tend to feel criticized even when we are not. Ask participants: If they are experiencing feedback as positive or negative, how should they deal with it? Encourage them to joke if necessary that they can only respond as if the feedback is actually negative or positive whichever way they see it. Remind them again that this is where what they learned about dealing with positive and negative feedback is useful. Have the group and/or individual participants repeat the appropriate phrases.

(b) Ask the group participants how they would respond if someone misinterpreted some feedback they were giving out.

If they need encouragement, give examples:

Feedbacker: Your work is OK!
Feedbackee: Thank you.
Feedbacker: I didn't say it couldn't be a whole lot better.
Feedbackee: OK. I'll do my best to fix it.

Feedbacker: Your work is OK.
Feedbackee: OK. I'll do my best to fix it.
Feedbacker: Listen. It's OK. It's just fine. Don't worry about it.
Feedbackee: Thank you.

The point to make is that the feedbacker will usually clarify if you have taken things the wrong way.

Once more emphasize the usefulness of the positive-negative feedback responses learned previously.

B. Tell the group that they are now going to work their way through some so-called neutral feedback phrases. Pinpoint to participants that by now they should be aware that there are very few remarks that are seen as neutral by everyone. They probably will have positive or negative feelings about many of the remarks. The coach will read a "neutral" remark (Appendix I) to each participant in turn. The participant is then to make what s/he thinks is the most appropriate response. Following the response, ask if there are any participants who would have responded differently. If so, discuss the matter.

Ask what kind of feelings and/or response this remark is likely to produce in the original feedbacker. Do they think the original feedbacker intended to get this kind of response? Every participant is to indicate on the appropriate form (Appendix I) whether s/he thinks the remark is positive, negative or neutral.

C. When every remark has been read, have every participant add up how many "positive", "negative" and "neutrals" s/he has. They are to indicate these sums privately on a piece of paper and pass the papers to the coach who will quickly tabulate and make known the results. Tell the group that if any of them had positive or negative totals that are very different from the group average, then they should make a note that they tend to feel criticized or/approved of more than most people. Reassure participants that being different is not serious, but it is useful to know if you tend to take life too seriously or not seriously enough.

D. Divide the group into two teams. In turn have every member of one team direct one "neutral feedback" remark to a member of the other team. The recipient of the remark should deal with it as best s/he can, and then report on his/her feeling, about the remark.

Ask: Did you feel in any way "special" when it was your turn to receive feedback? On whom were you concentrating when you made your "neutral feedback" remark? Use the replies to make the point that there is no such thing as neutral feedback. The very fact of being picked out, or picking someone out, for comment means that feelings on neither side can be entirely neutral. There are, however, degrees of feeling and it is the very centre area that the group has looked at today.

Skill Practice

1. Have the group repeat together the "neutral" feedback phrases.
2. Review with them the positive feedback and negative feedback phrases.

3. Tell the group that they (meaning the group) are now going to be allowed to demonstrate their ability to use their knowledge across a broad range of positive through neutral to negative feedback remarks. Read the list of feedback remarks (Appendix II) one by one on a random basis (or, in turn,) to each member of the group and ask for an appropriate response. Encourage discussion, as this will clarify for each individual how much s/he tends to distort i.e. see feedback as more positive or negative.

4. Hand out copies of Appendix III: Feedback Check Form. Tell the students that they are to practise using these phrases in their out-of-class lives. On the Feedback Check Form they should keep track of the next ten feedback remarks made to them. There is space to note the feedback remarks, their assessment (negative, positive, uncertain, I didn't care, etc.) and how they replied. They sould also note whether, in their view, the situation got better, got worse or remained the same.

Evaluation

Ask the students to summarize what they have learned in the last three lessons.

Ask them:

Have they learned anything about themselves?
Have they learned anything about other people, especially about the people around them?
Why is it useful to be able to deal appropriately with feedback?
How important is it in getting a clearer picture to understanding of themselves?
What effect will appropriate responses to feedback have on their relationships with other people?
Discuss any feelings they may have at the prospect of using their newly-learned responses in their out-of-class life.

APPENDIX I

I think this remark is (tick one)

	Positive	Negative	Neutral
1. Oh! You're wearing stripes.			
2. You're just an average working stiff!			
3. You look hot.			
4. I guess you really can't stand the cold, eh?			
5. Are you taking vitamins?			
6. Are you really very busy?			
7. Up to your ears in work again!			
8. You did as well as you always do.			
9. You're the same size as s/he is.			
10. You were walking at your usual pace.			
11. Not to worry. It's OK.			
12. I thought that was a very typical remark for you to make.			
13. I should have known you would do that.			
14. She's your sister?			
15. Is that your coat?			
16. Did you make this coffee?			

APPENDIX II

This work is no good. I simply cannot accept it.
Your new suit looks very smart on you.
Why did you choose red?
You sure are a straight talker.
People like you make me sick.
You say you've cleaned this room?
Gosh! I wish I could drive as well as you do!
Where did you buy this meat?
What on earth did you do to these eggs?
You're a nogoodnik.
Boy! You sure tied one on last night!
You have a wonderful sense of humour.
Creeps like you ought to be locked up.
That's really boring of you.
You're doing it wrong. Do it like this.
This cake is really delicious.
You're keeping your head above water.
You're swell!
For Pete's sake, get the lead out!
This is a satisfactory piece of work, but the next time it would probably be better if you lined this part up on the left.
How can you stand it? Your car makes a noise like a tractor!
You've done an excellent job.
You are exceptionally good-looking.
I see you bought the most expensive brand.
You went right through that red light.
You bought pink kleenex!
I don't understand you!
Your kitten is very cute.
You're going about this all wrong.
I wouldn't do it that way.
I think you ought to get another job.
Don't go away.
Been talking to your mother again, eh?
I really can't understand how you manage to mess everything up. Try to get it right for a change.
You work very hard.
Boy! Did you put your foot in it!
It took you exactly an hour to do that.
I'm jealous of you.
You have a way with words.
Are you going out again?
You never have any fun.
Do you want to step outside and say that?
You did perfectly well.
You performed perfectly.
Everything you say is a lot of garbage.
You never, never, never comb your hair.
If you don't mind my saying: you really ought to go on a diet.

APPENDIX II (cont'd)

Can't you say that more clearly?
Nag! Nag! Nag! Why do you pick on me all the time!
If I were you, I'd have another try at it.
It seems to me that you're behaving in a very sneaky way.
No one could have done better than you.
You did that?
You ought to cheer up.
Wow! You look great.
Get out of here! You make me crazy!
Get out of here! You're such a kidder!
You believe that?
You've finished the job at last.

APPENDIX III: Feedback Check Form

Feedback Remark	Did I think it was positive, negative, neutral	My response	Response from other person	Situation got better worse, remained the same

MANAGEMENT

Explaining to appropriate others what you plan to do

Overview

In this lesson the students are shown by examples and discussion the advantages of explaining to "appropriate others" "what you plan to do", and the disadvantages of failing to do so. They first study and learn the separate elements of this concept. Next, they learn how to distinguish and isolate these elements and then how to use them in an effective explanation. In order to make sure that the participants can distinguish what is relevant to management from what is not, the practice exercises and the skill application test exercises contain information and details that are not always relevant. A variety of settings are used as examples to indicate how widespread is the need for management skills.

Resources

Flip chart and felt-tipped pen
Practice exercises: 1, 2, and 3
Skill application exercises: 1, 2, and 3

Objectives

Given the description of a problem, and working together in groups of 2, 3 or 4, participants will be able to "Explain to appropriate others what you plan to do". They will be able to articulate: (1) a list of actions to be taken (2) the reason for taking them. Participants will be able to list all "appropriate others" and which elements of the explanation each appropriate other needs to know in order to understand and/or co-operate with what is to be done. The groups will be able to state who the "you" is in relation to the particular problem they are proposing to explain.

Stimulus

Tell the group that they will now continue to study the problem of management. Give the example of the foreman on a building project. A large part of his job is deciding what should be done and who should do it. S/he has to make sure, then, that these individuals are persuaded to go ahead and complete the tasks s/he has assigned them. Another example would be the director of a movie. He or she decides which actor would do well in each part. The director then has to persuade the actor to take the part (sometimes this is easy and sometimes it is not) and then to play the part in the way the director wants.

Management skills are a good thing to have, however, even if one is not officially a manager. We all need to accomplish things in our lives that require that other people behave the way we want them to or that they help us or co-operate with us. What the group is going to study now is the way to go about getting other people to participate in helping accomplish whatever one has decided to accomplish.

An explanation is necessary for other people whose lives will be affected and for people whose co-operation is needed if a plan is to be completed successfully. These are the "appropriate others". Tell the group members that they will also learn to distinguish which of the planned activities have to be explained to each "appropriate other". Not every "appropriate other" needs to know every detail of what is planned. Generally speaking, in management, it is only necessary to tell people what they need to know if they are to help: it is a waste of time to tell them what does not affect them.

Emphasize that if you want to accomplish something that requires the participation of others, you'll manage what you want to accomplish better if you let other people in on what you have decided to do. This does not mean you have to put a notice in the paper, but you should explain to people whose lives will be affected or whose co-operation you need. You can state, although it is not essential to the lesson, that "Explaining to appropriate others what you plan to do" can deepen one's own understanding and conviction and also one's own sense of taking charge and being responsible.

Say: Here's an example of the sort of thing that happens if you don't explain to appropriate others what you are planning to accomplish.

> For 10 years Joe Blow has gone for a beer with "the boys", that is, his fellow workers, after work. He usually spends between 45 minutes to an hour and drinks 2 or 3 beers. For some time he's been wondering if he ought to stop doing this. Maybe he'd get more out of life if he went straight home after work. The cost of living is going up and he thinks he could relax about money more if he had the extra dollars from his beer-drinking. In addition he is slightly worried that he is getting a beer belly. But the main reason is that he thinks he ought to spend more time with his wife and children. His daughter had a birthday a few days previously and he'd forgotten it. He likes to think he's a family man because he supports his family, but it has crossed his mind that there's more to being a family man than paying the bills. So he tells his beer-buddies that he's cutting the after-work sessions from now on.
>
> As he gets on the bus to go home, he explains to the driver that he's going straight home from work from now on. The driver doesn't seem very interested, but Joe sits opposite him and explains his reasons. Joe says he's been spending too much money drinking beer after work and with the cost of living what it is he's decided to cut it out. The bus driver agrees that everything's going up. Joe says it's better for the old waistline, too. The bus driver clearly drinks more beer than Joe does so this remark doesn't go over too well. Joe hastens to unburden himself about the joys of family life, the duties of a parent, and the dangers of youngsters without a good father becoming delinquent.

By this time the driver is busy with new passengers so Joe starts a fantasy about how wonderful his new life will be. He steps inside his front door and his two older children run to meet him. "Oh! Great! Daddy's home!" They shout hugging him and clinging to his hands. The cat brushes between his legs. His wife appears from the kitchen with the baby in her arms. She looks fresh and pretty. "Dada! Dada!" the baby exclaims stretching out his arms. "Oh how wonderful you're home, dear!" says his wife. "And we're having your favourite, pot roast, for dinner. Just give me a minute to finish feeding the baby and we can eat". "That's swell", says Joe "that'll just give me time to read the funnies to the kids". "Hurray" shout the children. Joe gets no further with his fantasy because it is now time to get off the bus.

When he steps in the front door, no one comes to meet him. The cat opens one eye and goes back to sleep. His older children are sitting in front of the TV eating cookies which they are not supposed to do just before dinner. They seem fairly surprised to see their father but are otherwise unmoved. One of them says "Hi, Dad" and that's it. Joe says "How about I read you the funnies?" "No thanks", one of them says. "We don't want to miss "Mighty Ant"". "Where's your mother?" Joe asks. "Upstairs" they reply. Joe decides the kids may be a wash-out, but his wife will be happy to see him.

He mounts the stairs and finds her in the bathroom giving the youngest a bath. The baby is very active. Joe's wife looks both anxious and wet. "Hi" he says cheerfully. "What happened?" says his wife, "You get fired?". "I thought we could spend some time together," Joe says. "For heaven's sake can't you see I'm giving the baby a bath?" "Sure" says Joe, "What's for dinner?" "I hadn't thought," says his wife. "Maybe I'll open a can of beans or we can send out for some pizza".

Joe goes into the bedroom and looks at himself in the mirror. He decides it's all nonsense about his getting a beer belly. He sucks in his stomach and decides that compared to the bus driver he is practically a sex symbol. He takes money out of his pocket and thinks that 2 or 3 dollars a day is a cheap price to pay for some good company. He decides that family life is something invented by the people who write women's magazines. Tomorrow, he'll go back to having a couple of beers with the other men after work.

Point out to the participant that Joe could not get anywhere with his plan because the other people who were important to it did not know what it was. Because he did not explain to the appropriate others - that means other people he needs for his plan or who would be affected by his plan - what he was planning to do, the appropriate others could not help him. Then, it was easy for Joe to convince himself that his plan had been foolish all along. Because the second, and very important, part of explaining to appropriate others what you plan to do is that it's a good way of reassuring yourself that you are planning something that you really want to do.

Tell the students at this point what the objectives of the lesson are.

Evocation

Ask participants if they have ever done what Joe Blow did: decide on a plan of action and fail to explain to people who would be affected by their plan that they had decided to carry it out. Ask them if they have ever been in the position Joe's family was in: where something is expected of them, but they don't know what it is because the person in charge hasn't explained what she or he wanted. What happened? Did they mess up? How would they have performed if they had known what the other person was planning to do? Encourage participants to discuss this matter.

Proceed to give participants an example of what "Explain to appropriate others what you plan to do" means. Tell the group you are going to take this sentence apart and start with the last half first. Use the example of Joe Blow. Ask participants what Joe was planning to do. Do not accept at this point anything like why he was planning to behave in the way he planned. What is needed is a simple statement of what Joe plans to do i.e. he plans to spend more time with his family; specifically, he plans to spend the time he used to spend drinking after work with his family.

Next, point out that an important part of this statement is the word "you". The "you" means who is undertaking to carry out the plan, who is taking responsibility? Ask the group why this is important. Accept answers such as:

- it makes clear who is taking responsibility for initiating the plan, usually the speaker.
- it starts the listener thinking about what his or her part may be and how and how much he or she may contribute or may be willing to contribute before he or she is asked to help in the plan i.e. without actually being put on the spot.

Then ask the goup if they think there is any value in explaining why you plan to do what you are planning to do.

Joe might say something like:

> I plan to spend the time I used to spend drinking with the boys after work with you. That way I'll be a better husband and/or father, and I'm sure we will all be happier if we spend more time together. We can have a lot of fun. Maybe I can use the money I used to spend on beer on going out for dinner sometimes.

Get the group to talk about what might happen if Joe does not explain why he has decided on his plan to his family. They might not see how his plans will affect their plans. The children might easily think he wants to watch "Mighty Ant" with them. It is also possible they will misinterpret his motives. His wife might think he is coming home early to check up on her.

Next go back to the beginning of the sentence. "Explain" has been covered already: the appropriate others know what Joe plans to do and why he plans to do it. Ask if anyone remembers what an "appropriate other" is? Go over the explanation again if necessary: anyone whose life will be affected or whose co-operation you will need, or both.

Remind the group that Joe did explain his plan to another person. Was this an "appropriate other"? (No. The bus driver did not care why Joe was on his bus; his life would not be affected by Joe's plan even if Joe did insist on explaining it to him).

Ask the group: Who are the relevant others for Joe? Ask the group: Supposing Joe had explained his plan to the appropriate others? What does the group think would have happened? Accept that at the very least he might not have received so much rejection.

If participants suggest that the "appropriate others" may have offered to help, or to make plans, accept this as a possibility. A good point to make again is that when a person explains his/her plan to appropriate others, s/he also assures him/herself that this is the plan s/he wants and that these are the appropriate others, i.e. the people who can really help carry out the plan.

Skill Practice/Ojective Inquiry

Have the group state the different elements of "Explain to appropriate others what you plan to do" as you have just outlined them i.e.

"Explain" is composed of (1) what you plan to do, and
(2) why you plan to do it

"You" is the person who has the plan, the person who is responsible or has taken the responsibility for initiating the plan and seeing it carried out.

"Appropriate Others" are the people who will be affected by the plan and/or whose co-operation will be required.

It may be necessary to nudge the memories of the group, but it is desirable that the elements of this subject be articulated for this part of the lesson. Write them on a flip chart.

Take the group through Practice Exercises 1, 2 and 3. See Appendix A. Have the group formulate an explanation for each "appropriate other(s)" or group of "appropriate others".

Skill Application

1. Write "Explain to appropriate others what you plan to do" on flip chart. Have different members of the class list the parts of this phrase i.e. "Explain what you plan to do and why you plan to do it. Who the "you" in the sentence is and describe "appropriate others".

Have someone else describe how much should be told to an appropriate other. Go over this material until you are certain that every member of the class is familiar with the idea. This may take only one repetition or it may require several. Then continue with Part 2 of Skill Application.

2. Have the class divide up into groups of two, three or four, depending upon the size of the class. Assign each group one of the "Skill Application" Exercises (Appendix B). Each group will then decide upon all the elements necessary of "Explain to appropriate others what you plan to do." Then have the class come together again.

Each group will then read aloud or describe in detail its problem and how it has decided to "Explain" it. The group will then divide the rest of the class up into the "appropriate others" it has decided upon. To each "appropriate other" the group will then explain as much of what it plans to do as it thinks necessary for that "appropriate other" to know and what it wants the "appropriate other" to do. The "appropriate other" may, if he,/she/they think so, complain that not enough explanation has been given to ensure understanding of how the plans will affect his/her/them or why his/her/their co-operation is needed.

Evaluation

Ask the group whether they found it difficult to learn the elements of this lesson. What part was most difficult? What do they think is the value of "Explaining to appropriate others what you plan to do"? Have the group think of examples. e.g.:

(a) in the business world, where this would be a good management technique

(b) the armed services. Can they think of any sort of activity in the armed forces where whoever is in charge ought to explain what the plan is to his men?

(c) what about a surgeon performing a difficult operation? Ought she or he explain to those assisting what she or he plans to do?

Have the group think of examples in everyday life i.e. their own lives where they might make a plan which they would need to explain to appropriate others.

APPENDIX A

Skill Practice Exercise 1

Pauline has just bought a small variety store from an old man who had it for years and decided to retire. The store employs three salespeople, including one young man of about 22 years who also looks after the stock and the stock room. It also employs a cashier. Pauline talks to her best friend about her purchase. "The store has a good situation at the corner of Laurel and McKenzie. Lots of people drop in because it's a handy place. But my heavens! It's in a rundown state. It needs to be cleaned up. A lot of the old signs are faded. Some of the stuff for sale is ten years old. The stock room is filthy and it's in a mess!"

"Why did you buy such a dump?" asked her friend.

"Because, as I've said, it's a very good location. A store like that sells stuff that a lot of people need and buy without thinking about it too long. I know I can turn it into a going concern, but it's going to take some effort."

"What are you planning to do?"

"Be a success! But I think the first thing I have to do is to have the stock-room cleaned up and straightened up and a list made of what the contents are. Jack, he's the stock-boy, can do that. Then I'll have the two other salesgirls do the same with the stock in the store itself; they can easily do that between waiting on customers - although all of them may have to do a little overtime. And I will see to changing the windows, taking down the faded old signs and generally making it into a smarter looking place. Not depressing to shop in. I'd like to put in new lighting but that will have to wait until I have more customers coming in."

"What'll you do with all the stuff that's been kicking around for 10 or 20 years?"

"Get rid of it".

"Don't just throw it out! After all, you paid for it when you bought the store. Have a sale! The world is full of people like me who can't resist something that's been marked down 50%! I'll buy stuff I don't need I'm so convinced I'm saving money".

"You know, you're right! We'll clean up the place and sort things out at the same time. Then, when the shop looks nice again, we'll have a sale! People will come into the store to buy stuff cheap, then they'll buy stuff that's not on sale and they'll see it's a nice place to shop and they'll come back often. That's really a good idea! I can use the money I make in the sale to pay the overtime for the staff - you know, for the time they spent cleaning up and sorting out. A sale! I'm sure glad I thought of that!"

"Ahem!" said the friend.

Question the class:

What does Pauline plan to do? Note the response on a flip chart.

Why does she plan to do it?

Have the class "Explain" what Pauline intends to do, that is, they must put together what Pauline plans to do, what activities she is going to initiate with the reasons why she is going to carry them out.

Explanations should include
(1) sorting out
(2) cleaning up
(3) brightening up appearance of the store
(4) having a sale
(5) attracting people into the store (why?)

Who is "you"? (Emphasize responsibility) Pauline is undertaking the plan; she is initiating and taking responsibility.

Do not deny that she needs the co-operation of the people who work in the store, but explain (1) that question will be dealt with later, and (2) the "you" applies to the person initiating and taking responsibility.

Ask: Who are the "appropriate others" to whom the explanation should be made? If necessary make the distinction to the class. Pauline's friend was sympathetic and helpful but she is not an "appropriate other". Pauline happened to explain to her what she intended to do, but she need not have done so, even if she would not have the same plan without her. The "appropriate others" are the people who work in her store.

Tell the group: Pauline has just bought this store. She is almost certainly feeling a little unsure of herself. Ask: What effect will explaining to appropriate others what she plans to do have on how she feels about carrying out these plans?

Skill Practice Exercise 2

Jennifer Brown is a 38 year-old housewife who has not worked outside of the home since the birth of her first child. The household is composed of herself, her husband and two children aged 14 and 10 years. The family also owns a dog. Jennifer is what you might call a demon housekeeper. She cannot bear disorder; the sight of an unmade bed really bothers her. She is very concerned that her family be well-nourished: she gives a lot of thought to ensuring that meals are well balanced. She is also extremely conscientious about budgeting carefully, but lately it has been getting more and more difficult to keep within her guidelines. Jennifer realizes that inflation is hitting everyone, but it is also the case that her boy, at 14, is growing out of his clothes very quickly and has developed an enormous appetite. In addition, her daughter wants to start baton-twirling lessons and Jennifer realizes the family will soon need a new car.

It is clear to Jennifer that she should go back to work. She is not worried about the children. They are both away at school all day and, in any case, the youngest, at 10, is quite capable of looking after herself. The dog is definitely a problem since he must be let out at noon. Then she thinks that there is probably a youngster on the block who would look after the dog at noon for a small sum per week. The shopping, she realizes, can be done on the weekend. She is worried about keeping the house clean because if she goes back to work, she would be on her feet all day and would be too tired to work around the house in the evening. Then she thinks that the children are old enough to take on some chores and her husband might help, too.

Then she thinks about her work. She trained and worked as a hairdresser for five years until her son was born. She realizes that fourteen years is a long time in the hairdressing world, and she probably needs a refresher course. She checks around and finds there is a two-month refresher course she can take for $500. The family would have to borrow some of this money, but Jennifer figures the bank will simply lend them the money and it will be easy to pay back once she starts working. There seems to be plenty of work available so there would be no problem there. Jennifer decides it is time to explain her plan to appropriate others.

Discussion

Warn the class that there is a lot of information here that is not relevant to the actual topic of this lesson: i.e. explaining to appropriate others what you plan to do. Explain that this example has been chosen to emphasize a special point: the explanation you give to appropriate others may be shorter or longer depending on the way your plans will affect their lives, or the kind of co-operation you need from them. It is necessary however to think first of all, of all the things you plan to do. You can be selective afterwards. Have the group decide what Jennifer is going to do:

Accept: plans to go back to work
plans first to go for a refresher course
plans to borrow $500
plans to hire youngster to let the dog out at noon
plans to have children and husband take on some of the housekeeping chores

Note to coach: All these plans need not necessarily be formulated into one beautiful sentence or paragraph. It is worthwhile pointing out that there aren't many families that talk to each other in carefully thought-out sentences. In most families there will be interruptions, arguments, anxieties and objections voiced. But these are the elements of what Jennifer plans to do.

If a participant suggests that it may not be enough to outline the plan, that one of the "appropriate others" may voice objections, agree this may be so. This lesson is for explaining to appropriate others what you plan to do.

Now get the class to state why Jennifer plans to do all those things.

Accept:
- the family needs more money
- expenses have increased (no need to lay a guilt trip on the older child by emphasizing he is eating them out of house and home)
- daughter would like baton-twirling lessons
- family will soon need a new car, an additional expense.

Next, have the class decide who the "you" is, who is taking responsibility for this plan. The answer is that Jennifer is. At a later point, her husband may, for example, undertake to do the weekly shopping. Doing the weekly shopping then becomes his plan and his responsibility. He will become the "you" in that case. That will be a separate issue.

Then have the class decide who the "appropriate others" are. Jennifer's family are obvious people to whom her plan must be explained. Additional "appropriate others" include the youngster who will be engaged to look after the dog at noon. Very likely, since she will have to be consulted, the youngster's mother will be an "appropriate other" too. Another "appropriate other" would be the loan officer at the bank. Ask the group now to have another look at the points in Jennifer's plan. Does she need to tell them all to all of these "appropriate others"? Appropriate others need an explanation to the degrees to which they are affected or to the degree that their co-operation is needed.

Ask the group first to consider Jennifer's family. How much of what she plans to do will involve her family? The answer is probably all of her plans. In order to make this point, the coach may remind participants that in some families the question about borrowing money might be regarded as a matter strictly between the adults, and therefore this point would be left out of the explanation to the children.

Ask the participants what elements of the explanation should be given to the youngster (and his or her mother) who will look after the dog. To encourage learning, allow some discussion on this point. Strictly speaking Jennifer only needs to say that she is going to hire someone to let the dog out at noon because she will not be able to do so herself. The reason she will not be able to do so is not strictly necessary. It could be there is a new soap opera she wants to watch on T.V.

Tell the class that giving more explanation is usually helpful in terms of persuading and it is usually regarded as more polite to give some sort of reason. Jennifer would probably do better to give at least a general explanation: I need someone to let the dog out at noon because I am going back to work.

Have the group pick out the elements of the general explanation that it is not necessary for Jennifer to give to this "appropriate other". It is not necessary, for example, for the youngster and his/her mother to know that the family is going to borrow money or what arrangements are being made to run the house. But it is probably helpful for them to know that Jennifer is at work and not in the house.

Next, ask the group to consider the loan officer at the bank. Which elements of her plan must Jennifer give as explanation to the loan officer?
Accept: Jennifer is planning to go to work.
She needs the loan in order to pay for a refresher course.

The loan officer certainly does not need to know what plans are being made to look after the dog, for example. Add, or accept the fact that the loan officer may ask for additional information, but this "finding out" is part of the bank's plan and not Jennifer's.

Skill Practice Exercise 3

Bayville is a poor district of Centreville. It is a run-down area and the children play in the streets. There is a vacant lot which is covered with débris, tin cans, old tires and assorted junk. Tom Lucky, a concerned inhabitant, discovers that this piece of land belongs to the town of Centreville. Together with some other interested people, he approaches the Town Council for permission to turn this ugly vacant lot into a playground. The Township agrees but will not give any money or help. If the inhabitants of Bayville want a playground on this lot, they must make it themselves. The Town Council appoints Tom and the people who have joined him as the committee responsible for carrying out this project. The Town Council instructs the committee to report back regularly.

The committee then holds a series of meetings to decide what should be done. They talk around the subject for several days; then they finally arrive at the following objectives. First, the vacant lot has to be cleared. They need volunteers for that, but they figure they can get some of the local citizens to help. This makes them wonder how they will let people know they are planning to clear the lot. Then, one of the committee members suggests they call the city's newspapers. There will be an interesting story of local interest and the committee can give all the details they need and certainly attract recruits, especially if they hold the lot-cleaning on a Saturday.

Then someone asks what they will do with all the junk everyone takes off the lot. Another committee member suggests that a local merchant has tow trucks and might be approached to see if he would loan one of them to be used to haul junk away for that day only. So approaching this merchant is one of their objectives.

Now they have a nice clean lot, they figure they need some grass seed and perhaps a few shrubs to make it attractive. There's quite a lot of discussion about this because in many ways it would be easier to leave the lot bare. After all, the committee reasons, since children are bound to be playing football and other games on it and the public in general is bound to use it as a short cut, the grass will soon be pretty marked up. Then someone points out that if they don't grow grass and shrubs, the area will quickly become just a dump again and they will have had all their effort for nothing. The committee then agrees they need some grass seed and some shrubs, but they will have to beg them from a nursery garden. Approaching several nursery gardens in order to have some free grass seed and shrubs donated then becomes another objective.

The plan to plant grass and shrubs means they need people to water and look after the greenery while it is growing. After some discussion, the committee decides it will have to use neighbourhood volunteer workers again, but the volunteers can't be asked to take more than a day each and someone will be needed to supervise the volunteers. One of the committee members suggests that she has a neighbour with a "green thumb". He is a retired army sergeant and the committee member feels sure this man is the one who would see that things are done and that they are well done. He is over retirement age and would be happy to undertake this activity. So another objective of the committee is to ask this citizen to undertake the supervision of volunteer up-keep workers.

Then someone suggests that the playground will need some equipment. Someone else suggests that the price of playground equipment is very high but he could himself make some kinds of play equipment out of old tires and some of the wooden boxes and assorted débris that is already littering the vacant lot. The question then arises as to safety. Playground equipment that is safe enough for dozens of children to use every day has to be extremely sturdy. The committee member says he thinks the stuff he can construct will be pretty safe, but they could ask the Town Council to send a safety inspector to check it. Someone else reminds the group that the Town Council had said it would not help. Another member states that the Town Council will be blamed if the equipment is unsafe and would probably prefer to be consulted rather than being blamed for allowing Centreville children to play on unsafe equipment. Another objective of the committee, then, is to ask the Town Council to inspect its playground equipment once it is built.

Someone then says that speaking of safety, what about playground supervision? Children are sure to fall down and have minor accidents. Children frequently do things that are unsafe. Someone else says they not only need a supervisor, they need to decide on what the rules will be of what is regarded as safe or unsafe play. Someone else says that that is a subject all by itself, and the committee will have to meet again to thrash this out. Someone suggests that for this meeting they invite the chairman of the Town's Playground Department to come and talk to them. This invitation is therefore another objective of the committee.

The committee has now decided its immediate objectives and must explain to appropriate others what it plans to do.

Discussion

Tell the group: This is a far larger undertaking than Jennifer or Pauline's but the same rules apply. You should expect more discussion this time. Begin as always with "Explain". This means:

(1) "What you plan to do"

Accept
- turn vacant lot into a playground
- clear the vacant lot with neighbourhood volunteers
- call the city newspapers to explain the need for volunteers
- approach local merchant for loan of truck to cart away junk volunteers clear from lot
- approach several nursery gardens for seed and shrubs to plant on the vacant lot
- approach designated resident to ask him to supervise volunteers for looking after grass and shrubs
- build its own playground equipment
- ask Town Council for inspection to make sure playground equipment is safe
- invite Chairman of Town's Playground Department to come and talk to committee at next meeting

(2) "Why" are you doing this?

Accept any reasonable answer
- keep children off the streets
- give local children a nice place to play
- get rid of a neighbourhood eyesore

Ask the group who "you" is. In this case "you" is the committee. If the discussion becomes complicated, explain that one or two members of the committee may, in fact, undertake to perform any particular element of what has been planned. But the point is that it is the committee which has the responsibility which is initiating the activity; therefore, "you" in this case is the committee.

Ask the group to list "appropriate others". As each one is mentioned, ask which elements of "what you plan to do" are necessary for this particular appropriate other.

(1) The Town Council comes up twice
  (a) It has required the committee to report back to it. Therefore the committee is obliged to tell it of all the elements of what it plans to do.

  (b) The committee needs help from the Town Council in the form of safety inspection. Strictly speaking, the Town Council for this purpose only needs to be told that the committee is going to build its own playground equipment and needs a safety check. In fact, the committee has explained everything it plans to do anyway (a) (above)

(2) Local newspapers: In fact, the committee only needs to tell the newspaper that it is cleaning the vacant lot in order to turn it into a playground and is seeking volunteers to help clear the lot. It would probably be smart to give both newspapers a full explanation telling everything it plans to do because this will make a better story.

(3) Local merchant with truck committee wishes to borrow. Needs to know:
- have decided to turn vacant lot into playground
- using volunteers to clear rubbish from vacant lot
- "why" sections of "Explain"

(4) Approach several nursery gardens for free grass seed and shrubs. Should be told:
- turning vacant lot into playground
- using volunteers to clear lot of rubbish, local merchant volunteering truck to take rubbish away
- approaching several nursery gardens for grass seed and shrubs to plant
- will approach local resident to be sure grass and shrubs are properly cared for.

N.B. If the class appears to be following easily, you could make this a mini-exercise, i.e. explaining to the nursery garden managers what you plan to do. In this way you could explain not only that you plan to plant grass and seeds but also why, i.e. if you don't, the public will start depositing its junk on the lot again.

(5) Designated resident to supervise volunteers to look after grass, shrubs. He should probably be told:
- turning vacant lot into playground
- using volunteer helpers to clear lot
- calling newspapers to explain the need for volunteers
- approaching local merchant for loan of truck
- approaching several nursery gardens for seeds and shrubs

It is perfectly reasonable that some students may state that this resident should know why he has been approached.

(6) Chairman of Town's Playground Department should probably know:
- turning vacant lot into a playground
- building own playground equipment
- asking Town Council for inspector to make sure playground equipment is safe
- arranging to meet again to discuss supervision of the playground and safety regulations.

There would be more information that would have to be given to the Chairman, but these "plan to do's" illustrate what is needed for the lesson.

APPENDIX B

Skill Application 1

André H. has emigrated from Hungary to Canada. He is concerned that he and his family have made no Canadian friends. There are three other Hungarian families on the block, and they visit back and forth between each other but do not mix with the Canadian families on the block. André does not want to rid himself of his Hungarian background, but he does feel strongly that if Canada is to be the new country of his and the other Hungarian families they ought to know their neighbours.

He thinks about this for some time and then makes a plan. Since the Canadians make no effort to get to know the Hungarians, the Hungarians can make an effort to know their Canadian neighbours. It is summer time. André has heard of something called a block party. He plans that the Hungarian immigrants should hold a block party and invite all their Canadian neighbours. André realizes that he is regarded as a leader by the other Hungarians so he does not worry that his plan will be challenged. But he does realize that such a large party will require a good deal of planning.

First, the Canadian-born families will have to be invited. There are two ways this could be accomplished. Someone could make a sign and post it up or members of the Hungarian families could go door-to-door inviting the Canadian-born families to the party. André decides to use both, the sign so that people know the party will take place and the personal invitation in order to follow through. This means that one of his objectives is to have someone make the sign and another objective is to arrange which immigrant families will call on which Canadian-born families.

Next, André thinks that a party is no party without food and drink. Both of these items will cost money, but André is confident that the immigrant families will be glad to chip in because he knows that they are all anxious to get to know their neighbours. He figures that in addition he can approach a Canadian-Ethnic organization which specializes in helping Hungarian families adjust. This organization will probably supply some money so that the immigrant families could have a mix of Hungarian and Canadian food and drink at the party. André thinks this means that someone will have to buy some Hungarian wine and something Canadian, probably an assortment of wine, beer and soft drinks. The food should also be both Hungarian and Canadian. Making Hungarian dishes presents no problems and André is certain he will have plenty of volunteers to prepare Hungarian dishes, but he is a little concerned about having Canadian dishes. He wonders about hot dogs and corn on the cob. So far as he can figure out, all you have to do is cook them, but he really is not certain they don't require very special preparation. He decides that someone - and experience has taught him that in the Hungarian community it had better be a woman - should be put in charge of the food. He will ask for a volunteer when he calls the meeting to arrange the party.

To André a party is not a party unless there is music and dancing. He decides, again, that the Hungarian and Canadian elements should be mixed. There is a man among the immigrants who plays the accordion and knows several

Hungarian folk tunes. All the immigrants know a couple of Hungarian folk dances and some of them for sure can be leaned on to hold a few practice sessions and demonstrate them for the guests. André foresees no difficulty in finding some popular Canadian music, disco or whatever the young people decide in order to encourage the guests to dance.

By now André feels very pleased with himself. In his imagination the music is loud and the street is full of people dancing. Then a car comes along. His daydream vanishes. He knows that block parties can be held, but he realizes that before he makes any plans he will have to check with the police and find out if he has to have a special permit and if there are any restrictions. Perhaps, for example, it is possible to have a block party but not with alcohol. Perhaps in this country it is forbidden to dance in the streets. André realizes that the first thing he will have to do is talk to the police.

Skill Application 2

Janet is a divorced woman bringing up 3 children. She has a job and receives child support from the children's father, and these are her two sources of income. The lease on Janet's apartment is running out and the owner is putting the rent up so much that Janet realizes she has to move. Janet looks around and finds a very nice apartment for the same amount she is paying at present but a little farther out from the centre of the city. Its situation means that coming and going will take a little longer, but she thinks that that fact is balanced by the increase in trees and fresh air.

At the same time she faces a number of problems. The children are bound to object to moving away from their present schools and friends. Secondly, there is the problem of the move itself. She knows no one who owns a truck, and she has no brothers or brothers-in-law who could help her move so she will have to use a professional mover. She finds their prices very high for what she is able to afford but discovers that a great deal of the cost comes from packing things like dishes and other small items which, she reasons, she and the children could easily pack themselves. The movers agree that she can pack some things herself, but the movers will not transport them for her; they will not be responsible for anything they have not packed themselves. It occurs to Janet that she herself is quite able to transport the things she has packed to the new apartment. It is standing empty at present, but she will have to ask the owner for permission to enter the apartment.

She is particularly concerned about how the change will affect her youngest, Peter, who is having trouble at school and makes a mental note that she will visit the child's future teacher to alert him or her to the fact that Peter is likely to become very lonely and unresponsive unless a special effort is made. She will assure Peter that she will help him make the move. She will also get some information about the local high school so that she can reassure her two adolescents that their lives are not going to end because of the move.

Having thought everything through to her own satisfaction, Janet realizes she will have to take time off from work to talk to Peter's teacher and that she will also need at least a day off in order to move. She will have to discuss these matters with her boss.

Skill Application 3

Jean-Paul looked at himself in the bathroom mirror one day and decided that his wife was quite right: he was getting fat. He decided that he should go on a diet. As he shaved he started thinking about the way he should diet, how he should diet and the times when he knew he took on calories that he did not need - in fact, as he said to himself, he positively unneeded them.

Jean-Paul knew that a person ought not to go on a diet without first visiting his doctor, and he made a mental note to phone for an appointment that afternoon. Then he thought, of course, he had better notify his wife. She would be glad that he was going to diet, but he realized that she would have to change menus and that it would require a special effort on her part. Jean-Paul had kind of an uneasy feeling about putting her to extra work, but he knew he never had done any of the cooking and he was not likely to start now. He comforted himself by remembering that he did move the furniture around whenever she wanted and that she was very anxious for him to lose weight.

Jean-Paul considered his day. He usually had a doughnut with his coffee; he could easily cut that out. Then he thought of lunch time. He usually went out with several friends and they had beer with their meal. Jean-Paul thought he would have to tell his friends that he was on a diet; there was no way he could skip a round of beer without their noticing it. He wondered for a little about giving or inventing a different reason for going on a diet for his work buddies than the one he would give his wife; then he decided that he could just say his doctor had recommended the diet and that would be enough. He braced himself anyway to take a lot of teasing.

Then Jean-Paul thought of the rest of the day. O.K. no drink before dinner...that, he told himself, didn't involve anyone but himself. His wife would look after his dinner. No dessert. He sighed heavily. Then he thought of the evening. He usually sat with his children and watched T.V. So far as he could make out, his kids ate non-stop through the evening: potato chips, pop-corn and he ate right along. He'd have to tell his kids not to offer him any snacks during the evening. He'd really need their co-operation because he knew he'd just reach out automatically and help himself. Tell them not to offer him any snacks and keep the bowl out of his reach.

Jean-Paul was very aware that he had to take most of the responsibility for staying on his diet, but he did need the help and co-operation of the people around him, too.

Skill Application 4

Marian is a social worker. Yesterday she entered a low-cost housing building to see one of her clients, a woman whose husband had just left her with four children to look after. Marian always found visiting this building depressing. The caretaker did his best, but the halls were always a mess. There was writing all over the walls, light bulbs broken, and garbage lying about. Usually there were pre-school children playing in the halls and often at least two of them were crying. She sighed. In two months school would be out and the building would become even worse. The stairways would be crowded with children rushing up and down, fighting and shouting and picking on their younger brothers and sisters. They would be whining and nagging at their mother for money to buy popsicles. A few of them would spend a week at camp but this was a drop in the bucket. Mostly it would be chaos.

That night lying in bed Marian suddenly thought: Why not set up a day camp in the local public school grounds? She started planning in her mind how she could make this a reality. She would have to approach the City. O.K. But which branch? Recreation? School Board? Probably both. It would be necessary to get the permission of the School Board to have the playground and the co-operation of the Recreation Department to put somebody in charge of activities. The Recreation Department would have to hire somebody especially for this job, but Marian knew that there would be students crying out for jobs.

Marian knew enough about finances to realize that the Recreation Department might have trouble getting hold of the necessary money. It had to stay within its budget. There certainly would be a saving to the City because the children would not be tearing the building to pieces, but this would be a saving to the Housing Department. So, O.K. She'd have to see the Housing Department too. It could pay the students.

Then Marian thought: what about parents? Will they think it's a good idea? She didn't have much doubt that the parents would think it was a good idea. But how could she get word to all of them? She would have to visit a few places throughout the building and have them spread the word. Perhaps when everything was firmed up, she could have the details typed up in her own office and then leave copies with the chosen parents. These people could distribute the leaflets to others parents. She'd have to talk to her supervisor about this.

Then Marian started wondering if the children would want to go to day camp. If it was to be held at the school grounds, they might think it would be more lessons. A lot of the children liked school but then, again, a lot of them did not. So there had to be some sort of a come-on, a sign that this was definitely something to be enjoyed. Tee-shirts would be a good thing. Tee-shirts saying "Such and Such Day Camp". Who would pay? Marian thought of the man who kept the local corner store. He made most of his money out of the housing development. Lots of the tenants had no car to go to the supermarket and bought practically everything at his store. People needed him but resented him: if he had any sense he'd pay for the tee-shirts as a good-will gesture. Besides if the children were at day camp they would not be forever in his store all summer taking up his time with very small purchases. He had sometimes complained about the children taking things they didn't pay for so he did not make much money on the children in the long run. Marian would have to get him to see things her way.

What would the kids do all day? Marian is not a recreation expert but she knew you have to have equipment, balls and bats and materials for crafts. Who would pay for all that? Marian wracked her brains. The school? Not likely. The local church? It was a poor parish; no single church could afford it but each might give a little. What if they couldn't? Most of their money, Marian knew, was taken up with providing the necessities for families who had run out of food. What about richer parishes? Marian could not very well go all over the city asking every church for money. Then she remembered that there was a City Inter-Faith Council. Perhaps she could approach it for money. Or what about service clubs?

She felt she had a really good plan. The children would certainly profit from the day camp. Instead of hanging around all summer getting in everyone's way breaking public property and seeing how many packets of gum they could swipe, they would be engaged in an experience that would benefit them. The City would benefit because they would be less likely to become delinquent. The parents would benefit because the children would not be hanging around bored and getting into mischief. It was a good plan. But it would take a lot of Marian's time to make it happen. Then Marian remembered her own crowded work load. She'd have to have special permission to spend time on this project. She had everything planned, but before she could start she'd have to have the formal go ahead. She knew she had a lot of people to see and explain to, but the first would be her own supervisor.

MANAGEMENT OF RESOURCES

Overview

This is the first of a series of lessons on Management. In this lesson participants are exposed to the idea of the Management of Resources in order to achieve a goal. The lesson starts with a generalized discussion of the nature of resources. Participants are shown that management of resources can be anything from a national to a personal matter. At the same time they are introduced to the idea of several different kinds of resources, all the way from those which occur naturally to those that may have to be enlisted from outside themselves.

The Skill Practice/Objective Enquiry part of the lesson consists of exercises in planning the management of resources in quite small, everyday matters such as might occur in the lives of private individuals. The emphasis in doing these exercises is two-fold: to show that most individuals have more resources within themselves than they imagine they do, and to show that the areas which need attention are those where the resources are lacking, the difference between what is necessary and what is not easily available. In the latter case, it is usually by juggling another resource that the missing one can be made available. Emphasis is laid upon the fact that the greatest resource an individual has is him or herself, both to originate the management and to carry it through.

Resources

Pencils and paper.
Appendices A, B, and C.
Flip chart and felt pens.

Objectives

Since Management of Resources is a very complicated and frequently, controversial subject, the actual objectives for this lesson are simple:

1. Given the description of a fairly simple problem, group members, working in pairs, will designate at least four resources to be managed, including those that are easily available and require little effort and those that are not easily available and require a good deal of effort if they are to be acquired.
2. Group members make a list of all their assets.
3. Members can name at least one skill (Added-on Resource) that each would like to acquire.

Stimulus

Tell students that this is the first in a series of lessons about management. We tend to think of management as something that only takes place in business, but in fact it takes place on a very large scale or a very small scale, all the way from international organizations down to the individual level.

This lesson is about the management of resources. Explain that after a person has decided to do something to set a goal, the individual makes plans and one of the things he or she plans is resource needs and how they will be met.

Resources can be any thing, skills or people needed to complete plans. Add that, of course, in the case of the "people", it is their skills or help that is needed. One cannot acquire a person.

Tell the group that in this lesson they are going to look at the ways a person can manage or develop resources according to plans.

Explain that the question of managing resources may include optimizing resources, which is a fancy way of saying "making the best possible use of a resource one has" or even developing a resource. This may include developing a resource within oneself or even acquiring a skill.

Point out that optimizing resources and acquiring a skill are what this lesson is about. Participants will learn how to manage resources.

Give the participants an example:

The manager of an office is assigned a project; that is, he has a goal. He is obliged to produce a report on the financial state of the company for which he works. He knows he cannot do all this himself; he has neither the time nor the ability. (Point out that in management it is rare that you personally possess all the resources needed; you almost always will have to go outside yourself). But the manager has people working for him: the talents these people have are part of his resources. He also has a budget, that is, the company has allowed him some money in order to finish the project.

So he starts planning: what his needs are, what resources he has to meet them and which ones he must promote, purchase or look for from outside. First, he needs the work and skill of an accountant, someone who can make sense out of the money the company takes in and pays out for various things. The accountant's work is central to the report. Second, he needs someone who can do the actual writing of the report, who can join up the tables and lists of figures produced by the accountant. Third, he needs a typist to type up what the accountant and the writer have produced.

Then he recognizes that the report will have to go to a printer to be put in its final form.

Most of the resources he needs he has on his office staff. He has an accountant, he has someone who can write well enough and he has a typist. He does not have to spend a lot of time persuading them (although he must tell them what he wants done) since they are paid to do what he asks. He can put all his money toward the printing. He decides he would like the report to look very nice with pictures, a design on the cover and to have it printed on very nice quality paper.

So he phones around and discovers that he can hire an artist to design the cover and he can get photographs from the company. He does some more phoning until he finds a printer who will do the job for him, and who will give him a nice quality of paper, all within the money he has left.

He now feels that he has planned his resources very well. Then his accountant comes to him and says he can do a much better job if he uses a computer.

There is no computer in the Company so the manager would have to buy the time of a computer and a computer expert. He enquires and finds the cost would take up a great deal of his available money. If he has the use of a computer he has to have a much simpler publication. He decides that the higher quality of information is more important, so he decides against hiring the artist for the cover of his report and phones the printer to ask about cheaper paper.

He could have decided to stick with the glossy report and less information. Although fewer people will read the less attractive report, those that do would probably be the first to complain if the information were not complete. So the manager had to make new plans - but probably better ones - about how he was going to manage his resources.

Objectives

The goals are:

Given an everyday problem, participants will be able to name at least 4 resources that relate to the problem. Some will be on hand and easily available, some will have to be developed or in some way promoted. Participants will make a list of resources each possesses. Participants will be able to name at least one skill or resource each would like to develop within him/herself.

Evocation

Tell students that resources are frequently thought of in terms of countries, and it is easy to start with this idea and then transfer it to human beings. Countries vary in the amount and nature of their resources just the way people do. Start discussion by asking if any participants have heard references to Canada's resources on the TV news or in the papers.

In a country, a resource is usually something good that occurs naturally. Ask the group if anyone can name any of Canada's natural resources. If necessary start them off. Emphasize natural resources and be sure to include the people of a country. Make a list on a flip chart with the heading: Natural resources. Ask the group to name some natural resources that an individual may have. At some point, name a famous performer or sports figure (you can start the discussion this way if participants cannot think of resources an individual may have) and ask what his/her natural resources are. In any case, make a list on a flip chart of natural resources a person may have. Be comprehensive.

Provoke discussion about these resources. Is it enough just to have them? You may have to push e.g. Canadian waters have fish. The fish are no use while they are in the water, the metals are no use while they are in the ground. The performer may have some talent but it is of little use if s/he does not practice or learn.

The point you are making is that nearly all resources must be developed, made usable. Ask how resources like fish, forests, coal, etc. are developed. Take this slowly, make sure the class gets the idea.

Go back to your performer: how did she or he develop his/her natural resource?

Make the point that resources might as well not exist if they are not developed or used. An individual may have genius intelligence but if that person never uses it, she or he might as well be stupid. Ask the class to consider what governments do to develop their human resources. Some very poor countries cannot do much, but countries like Canada do a very good deal. What might a country do to develop its population? e.g. give them education, improve sanitation standards, e.g. making certain of a clean water supply.

Ask the group what members think about time. Time is a resource that occurs naturally and everyone has 24 hours in the day. (Write "Time" on the flip chart) Ask the group: Has anyone ever had insufficient time? Lead and provoke from the group very usual sayings about time, e.g. Don't waste time, I haven't enough time, Time is money, to show that people basically do think of Time as a resource, something they have enough or not enough of. Make the point that if someone hires another person, one of the things they are hiring is that person's time (usually combined with an activity). Usually if you are planning to achieve a goal, time is a resource you have to figure. Ask: What can you do if you have some plans and not enough time? Provoke responses such as - change plans, get help i.e. someone else's time, work longer hours, etc...

Point out that there are other kinds of resources an individual may just happen to have in varying amounts: e.g. money - an individual may have money but may or may not be willing to use it for a certain goal; possessions - a large manufacturer may already have machinery needed for a new product; a woman preparing dinner may already possess some of the ingredients she needs. Make the point that at some time possessions were money and that money is potentially possessions. The two together: money and possessions are called "Wealth". Write "Wealth" on the flip chart.

Tell the group that they can now look at another kind of resource both a country and an individual may have. This kind of resource is not one that happens naturally. e.g. Canada had all its natural resources when it was discovered i.e. the fish, trees, good soil, etc. were here. It did not have factories, roads, gas stations, stores, etc. No one is born knowing how to play the guitar or how to do brain surgery.

Ask the group to name some resources, that is skills, that an individual may develop in him/herself. Write: "Added-on Resources" on the flip chart. You may have to prompt, e.g. reading, writing. These are skills or resources an individual has "added on" that s/he may use in achieving some goal. Ask the group to name a resource an individual might develop or "Add on" to him/herself especially to meet the demands of a job.

Make the point that this is a very special case of management of resources. Most minor goals in life will not demand that one develop a particular skill or resource.

Generally, if a nation or a person lacks a resource or cannot produce some thing, they look outside themselves - to another country or another person. Write: "Outside Resources" on the flip chart. Ask the group for suggestions e.g. What sort of product must Canada get from other countries? (e.g. bananas, cotton).

In pioneer days, Canadian families produced almost everything they needed; either a family had a resource or it went without, sometimes with sad results. People in those days were more resourceful i.e. they tended to use natural, developed resources or develop "added-on" resources. Ask the group to name "outside" resources that are both necessary and available to Canadian families today: e.g. food, electricity, clothes.

By discussion or, if necessary, by straight instruction, make the point that the greatest resource anyone has is her or himself.

All the other resources, their uses and their management come from the individual: it is up to the individual to develop natural resources, to make good use of time and wealth, to develop "added-on" resources and to promote "outside" resources.

Skill Practice/Objective Enquiry

I Listing Resources to Be Managed (see Appendix A)

Lead the group through each problem and have them make a list of the resources to be "managed" in each case. It is important that:

1. An individual may have a resource which is not useful for this problem, therefore in each case, the group must concentrate on related resources.

2. The management of resources deals with resources that are both necessary and available. The area of concentration is therefore the one where a resource is necessary but requires some thought and planning in order to make it available.

II Managing Resources (see Appendix B)

Appendix B outlines how each set of resources can be managed; an outline is all this is intended to be. It is important to promote group participation. If the group wants to go a different way from that outlined in Appendix B, the coach should allow it to do so and only prompt if the group is giving up hope or missing the goal. It may be necessary for the coach to keep bringing the group face-to-face with the goals to keep it on track.

III Discussion of Management of Resources

1. Ask the group: Which element in this Management of Resources lesson surprised them most? Why? Of the four cases they have planned, which do they think was most profitable? Which did the group manage the best? Let them justify their responses. Which element(s) of resources do they consider is(are) most frequently important?

2. Have the group discuss how it went about deciding upon the resources that required most attention. In fact, they compared what the individual had with what was needed (what is available with what is necessary) and concentrated on the gaps. They usually bridged the gap by committing resources in abundance in some way to other areas.

3. Remind the group that earlier in the lesson you have stated that every individual's best resource is him or herself. Ask the group: What do you think of this remark? What do you mean by this statement?

   The group has managed the resources of four people for four projects. Now that the plans are made, what is lacking? (Someone to carry it out.) Have the group make the point that managing resources is useless if the management plans are not carried out.

4. Lead a discussion about the availability of resources. Can every problem be managed? Is it always possible to manage resources so that all desired resources become available? Obviously not, or we would all be rich or movie stars or whatever we desire. Provoke discussion by having the group consider the different elements humans need in their diet. (If necessary outline what these are) Supposing someone were living on a desert island and wanted to have a balanced diet. Would it be possible? (It might or it might not.)

   The process of preserving fruits and vegetables was discovered a little over a hundred years ago. Even when first produced, canned fruits and vegetables were only available to a few rich people. What had people done about eating fruits and vegetables in winter before that? (Gone without). Had this been a recognized problem of management of resources for most people? (No. They didn't know fruits and vegetables were good for them.) You should manage resources as well as possible but it is a good thing to recognize when there is no way you can acquire a desired resource.

Skill Application

1. Have the group split up into pairs. Hand each pair a copy of one example from Appendix C. Have each pair decide on the correct management of the subject's resources by deciding in which area there is the biggest gap between resources which are available and those required. In the case of George, there is at present no way in which he can juggle his resources to do what he wants to do.

Tell the participants:

In both cases, participants should be able to list at least four resources, either available or needed, which are relevant to the goals. Where possible they must suggest how to use an available resource to acquire a new resource that they would like to have.

2. Hand out paper and pencils. Have every participant list as many resources in every category as she or he thinks she or he has. Participants are to list all resources they think they possess without thinking of any particular goal.

3. Each participant is to note any added-on resource s/he would like to acquire (this kind of resource is specified in order to avoid people desiring simply to acquire one million dollars by winning a lottery).

Evaluation

Ask the group members what they think about resource management. What do they think is the most important part of resource management? Have members ever failed in a project because they have not managed their resources well? Have they ever succeeded because they did? Is it possible that members have been doing this kind of thinking for years without realizing it? Does it help to have it all laid out as it is in this lesson?

Have group members discuss perfectly ordinary projects or goals people may have to which resource management could be applied.

When group members were making up a list of all their resources, did they come across one (or some) which they had forgotten they had? A resource which they could be profitably using?

Appendix A: Listing Resources to be Managed.

Name and list the kinds of resources that have to be managed in the following example. (Coach to make a list, or outline on the flip chart)

1. Jim B. has a full-time job. He works from 8 a.m. to 5 p.m. every day. His pay keeps him comfortably if not luxuriously. Jim would like to learn Spanish. What resources must he manage to accomplish his goal?

   Lead the group through resources Jim presently possesses which he must manage in order to achieve his goal.

   natural resources - intelligence, persistence
   time - maybe trade-offs in use of free time
   wealth - what would he need wealth for? Probably, to acquire an outside resource
   outside resources - outside resources to be acquired: e g. teacher and/or books and/or tapes or records

   Make the point that if Jim manages whatever resources he has, he will have acquired an added-on resource i.e. the ability to speak Spanish. (This is really a point that is important and coach should make it: often, the good management of resources produces additional resources).

2. Betty is a housewife. She is relaxing with a cup of coffee one morning about 10 a.m. when her husband phones to tell her that he has invited his parents for dinner that evening at 6 p.m. Betty panics. She yells at her husband that his mother is always hinting that Betty is a terrible housekeeper and cook; why did he invite his parents? The apartment is a mess and she will have to go out and buy something to prepare for dinner, furthermore, she has only a limited amount of housekeeping money left. Her husband tells her to calm down and think matters out. Betty pours herself a cup of coffee and makes some plans. She needs to have a presentable apartment and some kind of decent meal ready by 6 p.m. What resources must she manage in order to achieve her goals? The list will probably be something like the following:

   natural resources - intelligence, any other natural abilities, time is obviously going to be important in this case as the in-laws are arriving at 6 p.m.
   wealth - Betty is going to have to manage her possessions (in this case food on hand) and money if she is going to come up with a presentable meal
   added-on resources - Betty will have to make use of whatever housekeeping skills she has acquired
   outside resources - Betty will have to buy some things as she does not have enough food on hand

For discussion:

Will Betty in any way have increased her resources by the good management of the ones she has? (This question is discussed in more detail in Exercise II, so coach should allow some time for discussion, then cut it off with the promise that the subject will be discussed later)

3. Steve owns a small home. It is adequate for his and his family's needs but Steve thinks it would be nice to have a porch for use in the summer. He knows a good deal about building and carpentry and is certain he can follow some plans he has discovered in a home-owners magazine. He has quite a lot of tools but he may have to get some more.

   If he is to achieve his goal, what resources must he manage?

   natural resources - one hopes Steve has the intelligence to carry out this project; in a project such as this, it is a good idea to see if the individual has any natural talents that would be helpful, e.g. being musical is no use but eye-hand co-ordination would be essential
   time - if Steve is going to build this porch, he will have to make intelligent use of this time
   wealth - Steve will have to consider what he has on hand that will be useful. This would include possessions and money which could be used to buy necessary materials
   added-on resources - has Steve developed any skills that would be useful in building the porch?
   outside resources - if Steve has any lack in his own resources: time, wealth, talent, he will have to look outside for it

For discussion:

This is a very clear case of "added-on" resources. But Steve will also have increased another kind of resource. Which one? (Covered also in Exercise II)

4. Jane has found out that, if she picks them herself, she can have as many peaches as she wants. She is a housewife and thinks that it would be a good thing if she "put up" i.e. canned these peaches for the winter. She has two pre-school children who require constant supervision, that is, it would be ridiculous for her to take the children with her to pick peaches.

What resources must she manage in order to achieve her goal?

natural resources	- is there any natural ability Jane might possess which would be useful in this project?
time	- will Jane have the time necessary for this project?
wealth	- consider whether Jane might have any possessions on hand which will be applicable to this project. Will she need money for anything?
added-on resources	- might Jane have some developed skills that would be especially useful in this project?
outside resources	- where are the gaps in Jane's resources? Will she have to go outside of her own on-hand resources to fill them?

For discussion:

If she accomplishes her goals, will she have some "added-on" or some "acquired new resources? What are they? Will she have increased, or added onto a resource she already has? To which class of "resources" (see flip chart) will these new resources belong?

Appendix B: Managing Resources

Remind the group of Jim B. who wanted to learn Spanish. The group listed the resources Jim must use. Now, take the group down the list of resources and show how Jim may come to make final plans on how to manage them.

natural resources

- intelligence - Jim does not know how much intelligence he has; he assumes he has enough to learn to speak Spanish
- persistence - Jim thinks he has a good deal of persistence but not unlimited quantities. He wants to give Spanish a fair try but he cannot work on it in every free moment.

time

- Jim figures he will give his time to this project. It will not cost him anything. Make the point that if Jim were thinking perhaps of taking an evening job then, giving his time to Spanish would really cost him but as he is not thinking of doing so, he can give his time.
- Jim has to figure how much of his time he will give every week to learning Spanish. He finishes supper every evening by 6 p.m. and goes to bed at 11 p.m. Five hours. Jim plays hockey on Tuesday evenings and goes bowling on Friday evenings. He figures he cannot study longer than 2 hours at a time anyway.

  Let the group decide whether Jim will think it is worthwhile for Jim to give up either or both hockey and bowling. Have the group decide the total number of hours Jim will give to learning Spanish

wealth

- (make the point that wealth always functions as a means of acquiring outside resources)
- Jim has to decide on a means of learning Spanish. Tell the group that with outside resources there are usually a variety of ways you can go. Possibilities in this case are:

individual lessons from a recognized school		$24 per week
individual lessons from a private school		$20 per week
classes	- from a recognized school	$15 per week
	- from a community college	$12 per week
	- Adult Education classes	$ 7 per week
	- from the "Y"	$ 5 per week
records (teach yourself)	- buy	$45
	- borrow from library	.50 cents a week
books (teach yourself)	- buy	$15
	- borrow from library	free

- Jim has about $30 a week after other expenses. Jim has to make a trade-off between his other resources, depending on his goals. Generally, the more expensive the lessons, the better the lessons. Jim must keep his goals in mind. Must he learn Spanish at a certain level within a certain time? If he must, then he has to make a trade-off between wealth and time, i.e. spend more on lessons.

In fact, Jim is learning Spanish for his own pleasure; he is under no time pressure to become fluent in Spanish. If Jim were under a time pressure, then this would be the area where the best management would be needed, between his wealth-money resources and his time resources

- Let the group decide what would be a good balance between cost of outside resources and wealth, given the amount of time Jim will devote to learning Spanish.
- Provoke discussion if necessary by asking class to defend their choices. Make a summary of the class' decisions.
- Ask the group if Jim will have increased his resources by the good management of those he has. What kind of resource has he acquired? In what area of his life might it be applied? Profitably? (He might have learned Spanish simply for his vacation in Mexico; or he might have learned it to increase his employability).

Jim has managed natural resources: intelligence and persistence (plus effort) and time resources to acquire an "added-on" resource: the knowledge of Spanish. If he subsequently gets a promotion or a better job because of his ability to speak Spanish, then he will have added to wealth resources as well. The pleasure and sense of achievement he has from having learned Spanish cannot be carefully calculated, especially in terms of resources.

Betty's problem

natural resources	- Intelligence - presumably Betty has at least the minimum required.
time	- She has from approximately 10:30 a.m. to 6 p.m., 7 1/2 hours to clean the apartment and buy and prepare dinner.
wealth	- Betty is short of money: she can buy something for dinner but not everything. She will have to see what possessions she has, in other words, what she has on hand that she can put toward dinner. On hand she finds she has: - odds and ends of vegetables but not enough of any one vegetable to be served in a separate dish. - 1/2 lb hamburger - not enough even to stretch. - all staples: flour, sugar, salt, shortening, rice, etc. - eggs - 3 bananas in not very spectacular condition - 2 cans tuna fish - various sauces, seasonings, etc.
added-on resources	- Betty is a slightly above average cook and an average housekeeper.

outside resources - Betty will have to buy some food but she is limited to buying outside resources i.e. she must use her money resources. She cannot persuade a friend to come in and clean the house; she must do this herself using time resources. The same is true for preparing dinner.

Ask the class to name the two kinds of resources where there is the most pressure (Obviously time and wealth), that is, the biggest gap between what is needed and what is available. Point out that time can be balanced or juggled but not stretched.

Wealth can be padded out with time. This means that Betty can make something for supper that will look and taste good and be easier on her purse but it will cost her time.

Remind the group of Betty's goals: serve her in-laws a good meal in a clean and tidy-looking apartment.

Ask for suggestions. If necessary, ask: bearing in mind her goals, can she take time from cleaning? (Yes, only clean the places her mother-in- law will look). Bearing in mind her limited money, what kind of main dish can she serve her in-laws? Tell the group that they need not name exact dishes (some groups may) but they must name characteristics, e.g. require time to prepare (possible not necessary), may require a long time to cook (cheaper cuts of meat) can use up odds and ends of vegetables. (Tuna casserole and other obvious money-savers are not allowed as they clash with goals).

Ask for characteristics of dessert. (Clearly going to be bananas something-or-other). Once again, if the group is up to it, you can ask for direct suggestions from the group e.g. banana cream pie, banana cake, etc. otherwise ask for dessert that makes use of possessions.

Get the group to help make a detailed plan of resources, especially time and wealth, e.g.:

time - total available 7 1/2 hours   Fill in amount
purchase of food
preparation of food
cleaning
set the table
time to change clothes, put on make-up, etc.

If you like: have the group put the activities in order, that is, make more exact plans for the use of time resources. (An example is included of a proposed dinner-menu, shopping list and exact proposed use of available time. These are meant as guides; obviously, the shopping list will change according to the menu and so will the use of time). Help out by asking: what is the last thing that can be done? Is the order here important? (obviously "purchase of food", comes before "preparation of food") etc.

Wealth - Money. $5.23 in 1980 (Coach: adjust sum wards to accommodate inflation). (Itemize whatever group has decided Betty may buy)

e.g.:	1 1/2 lbs stewing beef @ $2.25 lb	$3.40
	sour cream	.86
	whipping cream	.79
		$5.05

Possession - (Itemize materials on hand, which group has decided to use). For example:

Staples:
flour
lard
salt
pepper, etc.
milk
cornstarch
rice

Vegetables:
3 carrots
1 turnip
2 onions
1/2 cauliflower
small quantity frozen peas

Bananas

At the end, ask: Has Betty in any way increased her resources by this effort? She certainly has lessened her wealth resources without any prospect of a pay-off in the future. She may have increased her added-on resources because she may be more skilled in managing resources. She may have built some good-will with her in-laws. This may pay off sometime in the future but cannot be counted on now. If there was a quarrel during the evening, then this is a case where the good management of resources does not lead to an increase in resources but rather wastes all the good management.

Point out to the group that this is a mild example of "catastrophe" management-planning in which one does not hope to come out ahead but simply hopes to prevent things from getting worse. This kind of situation is a drain on one's resources, and it is rare that any profit arises from their use on these occasions; the most one hopes for is not to lose ground. In this way, Betty does not really hope for any profit from this dinner: she simply hopes her in-laws will not have a worse impression of her than they already have.

Give examples of other, more serious, personal catastrophes that will require planning and management after they occur:
an accident that puts the individual out of work
a serious car accident,
a fire, etc.

If the group seems interested, continue by talking about catastrophes a country like Canada might have: e.g. war. War is a situation in which a country uses immense quantities of resources, both human and material, in order to preserve or maintain a situation it desired. (Making war used to be profitable but rarely has been in this century.)

Most countries have contingency plans made ahead of time to deal with catastrophes: these management plans usually have to be modified in the actual case.

Betty's Management of her Resources: Wealth

Betty has all staples on hand, plus a few vegetables. After some thought she arrives at the following menu:

Hungarian goulash:	(this is essentially stew fancied up with paprika, which Betty has on hand and with sour cream added. Betty figures she can afford the stewing beef and sour cream she will have to buy.)
Rice:	(Betty has rice in the cupboard)
Orange-carrot salad mold:	(this is grated carrots in orange gelatin. Betty has a package of orange gelatin on hand and three carrots. Two can go in the goulash and one grated into the salad. Betty has no regular salad things on hand, only a little lettuce and a piece of cucumber which she will use to decorate the mold)
Banana-cream pie:	(Betty has all the ingredients on hand except for the whipping cream which she figures she can buy. She could have made a banana cake but decided banana-cream pie will impress her mother-in-law because it requires more work)
Coffee:	Betty has all the items necessary on hand.

Betty would have liked to have added hot rolls, but she does not have enough money to buy any and does not know how to make them.

Betty's Management of her Resources: Money

Betty has $5.23 on hand. She walks to the store and buys:

stewing beef,	1/2 lbs @ $2.25	$3.40
sour cream		.86
whipping cream		.79
		$5.05

Leaves her $0.18 over - not enough to buy the rolls she would like to add.

Betty's Management of her Resources: Time

Betty has 7 1/2 hours, which is 450 minutes. She figures her time as follows:

		Cumulative total
planning	15 minutes	
shopping	45	60 minutes
put shopping away	5	65
make crust for banana cream pie, roll out, line pan, put in oven	25	90
cut up onion for goulash	5	95
prepare other vegetables	15	110
prepare meat, coat in flour, brown in casserole, take pie shell from oven	15	125
combine goulash ingredients, start cooking	5	130
prepare orange gelatin, put in refrigerator to start setting	5	135
grate carrot	5	140
Betty: lunch	30	170
clean apartment 2 hours (half-way through, must add grated carrots to gelatin)	120	290
make filling for banana-cream pie	40	330
iron table cloth	30	360
iron dress she will wear	10	370
find and set out dishes for meal	10	380
set table	10	390
get tray ready with cups and saucers, cream and sugar for coffee	5	395
coffee pot ready with coffee	5	400
unmold orange-carrot salad	5	405
decorate with lettuce and cucumber, re-place in refrigerator	10	415
dress	20	435
whip cream, spread on banana-cream pie, place pie in refrigerator	10	445

Boiling rice, adding sour cream to goulash, putting in serving dishes, placing on table must be done at last minute.

After she had finished making out this plan, Betty discovered it had taken her 30 minutes instead of 15. She lopped 10 minutes off her lunch hour and 5 minutes off her dressing time. She still had 5 minutes to relax before the guests arrived.

Steve's Problem

Have the group review Steve's resources and plan how he can manage them.

natural resources	- Can we presume Steve has some natural talent or ability with his hands? Assume he has capacity to plan and see how materials will fit together in space. Can make sense of plans on paper.
time	- Steve gets home from work every day at 4:30 and has supper at 5. He can start working by 5:30 every day, and put in longer home on weekends. Steve plans to give his free time to this project since he does not intend, at this point, to take on an extra part-time job.
wealth - money	- Steve does not have the money to pay for supplies (wood, etc.) and two extra tools that he will require. He will have to use an outside resource to get the money he needs. Steve already possesses most of the tools he will need to build the porch.
added-on resources	- Steve has a natural ability which he has developed into an added-on resource. He has a high level of carpenter skills. He can also read building plans (this is a natural resource improved until it is an added-on resource).
outside resources	- Steve needs lumber and other supplies for his project. He will need to go to a lumber yard for these materials and acquire them by paying. There are a few operations that require the help of another person. Steve feels quite certain that he can ask his brother to help him out since Steve and his brother often do help each other. Ask the group: If Steve cannot get the help of his brother, how may he acquire the necessary outside resource (an extra pair of hands for the operations that require them)? (Ask a friend, hire someone). Another outside resource needed is some place to get needed money. Steve must get some money for his project. He visits his bank and is told that he can have the necessary money but will have to pay interest; that is, the bank will lend him the money but he will have to pay back more than he borrowed.

Allow the group to discuss this possibility. Ask them: Can Steve make a trade-off with his time that would be better for him? e.g. Can he take a job in the evenings and earn the money he needs? This way he won't have to pay interest on the loan. He could earn the money in about 15 months. Does he have some urgent need of the porch? Does he need it fairly soon? Would he simply prefer to build the porch immediately and pay for it from his pay cheque over the next three years?

Let the group decide - whichever way it wants to - what Steve will do. Then draw up a management plan as for the previous two examples. At the end ask: By managing his resources properly, has Steve added to his own resources?

Wealth: Steve has added to his own wealth because his house with a porch on is worth more than it was previously; should he decide to sell he will be able to ask a higher price.

Potential Wealth: If Steve takes out and pays off a bank loan, he has increased his credit rating and will be able to borrow again if he needs money.

Added-on Resources: Steve will have increased his carpenter skills and will be able to make other improvements to his home if he decides on them.

Jane's problem

Help the group to decide upon a plan for Jane to manage her resources.

natural resources - none especially required for this project provided Jane has normal intelligence and is physically able to pick peaches.

time - Make the point that unlike the other example studied, in this case the individual involved cannot give her time. She might not attach a price to it but, in fact, the hourly rate is whatever a baby-sitter costs because Jane must make sure that her children are cared for. She cannot take them with her because she would not be free to pick peaches.

wealth - money - Jane has enough money to cover all her needs for this project; that is she can buy the necessary bottles, extra sugar and, if necessary, pay a baby-sitter. She still figures she is ahead by picking her own peaches. Possessions: The only possession which is applicable or useful for this project is a cookbook which tells Jane exactly how to can peaches.

added-on resources - About the only added-on resource Jane has that is useful for this project is reading. She read the ad in the paper about picking the peaches, and she read her cookbook about how to put them up.

outside resources - The peaches are an outside resource. Being able to pick them depends on whether Jane can acquire other outside resource: Baby-sitting services are needed. This is the area where there is the largest amount of management possible and required. Point out to the group that there are several ways Jane can acquire these services.

Have the group discuss how Jane could acquire these services, e.g.:

- she can use her wealth-money in a straightforward way and hire a baby-sitter.

- she can use her time:
    * she could ask a friend to look after the children and offer to pick peaches for the friend. This would be to value her time exactly as it is because she would have to pick peaches for longer but the friend would be looking after her children for nothing.
    * she could offer to look after the friend's children (if they exist) for an equal number of hours, some other day.

- she can use her time plus wealth plus work:
    * Jane could offer to give the friend some of the bottles of peaches once they are finished. In this case she is donating time and wealth because she is paying for the bottles and sugar. This way is, therefore, more expensive.
    * she could offer to can some extra peaches for her friend. This way she is picking for longer (which does not cost her anything extra) but she is still donating bottles and sugar. So this method is also more expensive.

- she can use her time plus work:
    * she could offer to can some (extra, if desired) peaches for her friend if the friend will pay her for the bottles and sugar involved.

- she can save her time, wealth and work and get the baby-sitting done "free":
    * Jane could ask her mother to baby-sit the children. This could be easily arranged as her mother would be delighted to have the children to herself and would feel wonderful that Jane needed her. The disadvantage is that Jane's mother gets the children so over-excited they are difficult to handle and she also expects Jane to be much grateful to her that Jane can easily manage to be.

Let the group decide what plans, or changes in plans, Jane might make. Put it to them that Jane might decide it is not worth her while to pick peaches: that she will not be saving anything in the long run, that she cannot put up with the after-effects of her mother's baby-sitting or that the project requires more effort than she is willing to put out. (If the group seems to need the information, list the expenses and costs a customer pays for in buying a can of peaches).

If the group decides that Jane does want to go ahead with this project, remind participants of another outside resource to be used. Jane must go to the store and buy bottles and sugar in exchange for her money.

Draw up, or have the group help you draw up, a plan for the management of resources required for this project.

For example:

natural resources - available

time	- Jane decides to acquire the time for picking peaches by (whichever option the group has decided) - preparing and bottling the peaches can be done when the children are present; therefore, there is no problem for Jane to decide to give this time.
wealth-money	- adequate - might be used to buy baby-sitting services. Possessions, adequate.
added-on resources	- reading
outside resources to be acquired	- baby-sitting services (covered under time or wealth): baby sitter, or friend, or mother. - bottles, sugar (must be bought).

Ask the group: Since you have decided that it is worthwhile for Jane to pick and bottle the peaches, where do you see the chief addition to her resources? (Probably in added-on resources: Jane now has another skill that will be profitable in the future. She knows how to can fruit.) Point out that there may be marginal increases in wealth; for example, Jane may also believe that she is giving her family a better quality of canned fruit.

Appendix C: Skill Application

Sally

In order to be a model, a young woman must be very tall and slender and have an attractive face, or anyway, a face that can be made-up to look attractive. She should also go to Modelling School to learn how to walk, put on make-up and arrange her hair and other skills involved in a modelling career.

Sally is a 16 year old high school student. Her goal is to be a model. She is 5 feet 9 inches tall and weighs 110 lbs. She has a pleasant face, even teeth and thick hair. She lives with her parents who give her room, board and a small amount of pocket money every week. She attends school from 8:45 until 3:15 every day and has about 1 1/2 hours of homework a night.

She has just read an advertisement for an evening course in modelling which she would like to attend. It costs $195.00, which Sally does not have. How can Sally manage her resources so that she can go to modelling school? If she is successful, and attends modelling school, will she have increased her resources? If so, which kind of resource(s)?

George

George is an eighteen-year old high school graduate who wants to be an electronics technician. There is a local Vocational School that teaches the course he wants. George has both the money and the time available to do this course. He has received high marks in all the high school subjects that are required to take this course.

On the first day of the course it is discovered that George is colour blind: he only sees grays, he does not see the difference between red and green. The school sends him home. The ability to see colours is essential for this course and this occupation because the wires for different purposes have different colours and they must be matched.

George has almost all the resources needed to follow his chosen occupation. Is it possible to manage the resources so that George can make up the resource, colour-sightedness, that he lacks? (no, it is not possible)

Jim

Jim was born and grew up on his father's farm in Manitoba toward the end of the last century. He was required, in his childhood and youth, to help out a good deal on the farm. In the process he learned a good deal about prairie farming. He also developed into a very strong and sturdy young man. At age nineteen, he decided to leave his father's farm and head West with a final goal of possessing his own farm. As a parting gift his father gave him a few basic farm tools, a horse and twenty dollars.

Jim headed into what is now the province of Saskatchewan. At that time the Federal government used to give a quarter section of land to anyone who would start cultivating a given number of acres within a limited number of years. This could hardly be better from Jim's point of view: a free farm. The problem was that it would be a few years before the farm was productive and, obviously, Jim had to eat immediately. He found himself a job as a hired hand on a farm already established. His work started at seven a.m. and went on until about six in the evening. It was usual in those days for the employer to provide meals and Jim received bed and board free. How could he get a free farm?

FOLLOW UP OF 5WS AND AN H DECISION TO IMPROVE OR DEVELOP A LIFE SKILL

Overview

In this session the students report on their progress toward developing a desired Life Skill. The difficulties they are encountering become the subject matter for the group's practice in problem-solving, especially the generation of alternative solutions. The session requires that the coach be particularly alert and astute about what is happening to each student's project. This lesson is not a lesson so much as it is a retrenchment. It is acknowledged that everything in life does not work according to plan, or rather, that plans do not always work and may have to be re-made.

Brainstorming becomes generation of alternatives: group members must still use their minds to find solutions to help each other but wild and useless suggestions are not encouraged. The evaluation of progress being made serves to reinforce the assimilation of feedback. In the supportive group situation, the student reports progress in each of the 5Ws and an H area and perceives what is happening as a result of his/her efforts. Students may also come to terms with the fact that their motivation is poor or that s/he believes him/herself to be helpless in front of other people. The continuing interest and support of the group may help to intensify the sense of self and personal value.

Resources

Chairs.

Pencil paper.

Flip chart and pencils.

Objective

By the end of the lesson each student will have made a thorough review of his Life Skill progress. Almost everyone will have made at least a slight adjustment in his/her plan. Each participant will have generated at least two suggestions for his/her own or someone else's problem.

Stimulus

Tell the students: In this session we are going to take a look at the progress you are making in each of your individual Life Skills projects. We are doing this for two reasons. The first is to help each one of you develop the skill you've decided on. You've made good plans and checked them carefully, but it's part of being human that things go wrong. The second reason is that helping each other solve problems is a good way to practise a more realistic form of brainstorming. As each person comes up with a difficulty she or he is experiencing, the rest of the group can make suggestions about how the problem can be solved or steps that can be taken to eliminate it.

Tell the group that the objective of this lesson is that each one should go away with a new behaviour goal designed to improve his or her chances for acquiring the desired Life Skill. It is anticipated that everyone will make some sort of adjustment in his/her behaviour goals. Every group member will be able to make at least two alternative behaviour suggestions to help another group member or him or herself.

Evocation

Say to the students: Remember the problem described in the lesson on setting goals. In that, I made plans to improve my skill in handling money because I always overspend. There were several behaviours that I was going to change. All of them have worked out except the one in the "Who" category.

I was going to invite my friend Nadia over on Friday evening instead of going shopping with her because Nadia encourages me to spend more than I can afford. I decided I didn't want to lose Nadia as a friend so I would invite her over on Friday evening; that way I could see her and keep her as a friend without overspending at the same time.

The problem is that Nadia didn't seem very happy to visit me. She only talked about what she saw in the stores and things she would like to buy. Or things she thought it would be great for me to buy. Even when I brought out some cake for a snack, she told me that I could have bought a better and more expensive one in a special store she knows about. She left very early, and it really had not been any fun. Nadia had not enjoyed herself and I was miserable. I felt bad that I had not had any fun, and I think I felt even worse that I hadn't got any of the things Nadia had talked about all evening.

So it seems to me I have a "Who" problem. What am I going to do about Nadia? And what am I going to do about me? It seems to me that I am unhappy because I can't spend money the way I want to, so I'm part of the problem. But I've always had this problem, I know I like to spend money. I'm trying to avoid getting into situations where I spend money. So the problem is really what am I going to do about Nadia?

These are the kind of ideas I managed to have about the problem:

1. plan some activity for Friday evenings with Nadia like going bowling or to the movies or perhaps having several other friends over as well.

2. skip seeing Nadia; she only seems interested in spending money and she's boring. I could plan to invite some other friend over on Friday evening.

3. ask Nadia to go shopping with me when I have a special, big purchase to make.

My immediate goal is that I must see Nadia, therefore suggestions numbers 1 and 3 seem best, but when I think them over, they don't seem so good. If I follow number 1, I'm really planning not to see Nadia so much because either we'll be busy with an activity or there will be other people there. If I follow number 3, I'll probably miss my basic goal which is to stop spending money. Whatever I'm buying, Nadia will always think of a more expensive article or something extra I can buy. Solution number 2 seems best. Obviously Nadia wasn't such a good friend as I thought.

Tell the group: This is a good example of how the best plans can go wrong. I really thought Nadia was a good friend, and I must go on seeing her. I had no way of knowing that she really is only interested in spending money. It turned out I did not have to go on seeing her.

Ask the group if they can think of any other way I could have handled my "Who" problem?

Ask the group if they can explain what is going to be done, what the process is here. They should be able to say:

1. We are checking for behaviour goals that don't seem to be working out.
2. We are thinking if the behaviour goal is one that is really needed (for example, it turned out I didn't need to see Nadia; she wasn't such a good friend as I had thought), it might be scrapped, or if it should be changed or modified in some way.
3. If it should be changed, how it should be changed.

Write these points, or their equivalent, on a flip chart.

Skill Practise/Objective Inquiry

Tell the group: Here is a practise problem. I will tell you the problem; then you can come up with suggested solutions or alternatives:

> Joe is trying to cut down on his drinking. One of the "Where" behavior goals he had for himself was to stop going drinking with his fellow workers after work. He decided he would go directly home and skip the evening drinking session. But this behavior makes him miserable. When he gets home early, the home is in an uproar. His children are watching cartoons on television. If he makes them turn it off, they scream and yell and then play noisy games. His wife is busy giving the baby a bath, and she isn't one bit pleased to see him. It seems to John that he has to wait hours for his supper although, in fact, his wife doesn't serve it any later than she did before.

What alternative activities can Joe do? How can he solve this "When" problem? What alternative behaviours could he use? Be sure to compare suggested behaviors with John's desire to cut down on his drinking.

Skill Application

Have the group sit around a table. In turn each person will read out his/her 5Ws and an H behaviour goals and indicate any problems that may have arisen. The rest of the group will then generate alternative ways the behaviour goal could be modified in order to make it more workable or, if it is not solving the problem, to make sure it does.

The group should work within the 5Ws and an H framework; that is, a "When" problem should be solved in a "When" context, but if it involves people or activities, the group leader should point out that "Who" and "What" are also involved. Everyone should make at least two suggestions for alternative behaviour goals. Every member should leave with new confidence in his/her behaviour goals whether they have required extensive changes or not.

Evaluation

Lead a discussion about what the group did today. What would have happened if people had not changed their behaviour goals? Do they think this experience will help them in solving future problems? What does it say about the process of solving problems?

COGNITION IN LISTENING

Overview

In this lesson students extend the listening skill they developed with the Attending Behaviors to do more than simply take in what they hear. The general objective of this lesson is to demonstrate, encourage and increase the use of cognition in listening activity. Since no one knows how thinking takes place, it is impossible to state that thinking will be taught. The students are required to demonstrate verbally that they have knowledge and comprehension. These verbal demonstrations are assumed to be the behavioral equivalent of cognition in listening activity. Although there is some place for higher levels of cognition: analysis (making inferences), synthesis (making predictions) and evaluation (giving opinions), the general emphasis is on simpler and more practical cognition. Generally the topics under discussion apply to questions that trouble the student in day-to-day living.

Resources

Dialogue CHUCK and ART
Audiotape (or dialogue) BETTY and MARG
Audiotape REFRACTION OF LIGHT
Audiotape THE JOB INTERVIEW
Audiotape TALK IT UP

Objectives

Given a discussion or statement, each student will name one fact (i.e. simply reproduce what s/he has heard), answer one question demonstrating comprehension and answer one question on the application of his or her comprehension and knowledge.

Stimulus

Remind the students of the listening skills they acquired in the Attending Behaviors lesson. Remind them of the occasions when they had to listen to what was being said and then follow instructions. Explain that in this lesson they will practise thinking about what they have heard or been told. Usually it is necessary to do this with information, even information we hear over T.V. or read in the paper.

Make a point of explaining that just repeating information back to someone usually serves no purpose except for things like spelling tests. It is where one starts, but information is no good if you aren't going to use it or apply it to life.

Tell the students they are going to listen at 3 levels:
  listening for knowledge, which is where we start
  listening for comprehension or understanding, and
  listening for application, or applying or using the knowledge and the understanding one has.

Give a very simple example:

If I say to you: "It's raining outside", you can show me you have knowledge of what I've said by repeating: "It's raining outside". But you have to understand or comprehend what I've said. You can do this by stating what I've said in a different way. You could say: "It's really wet out, eh?". Or you could show by comparing; you could say "Well, the ground's been dry too long, the plants can use the rain." That's where you're comparing dry to wet, or you could say "Thank heavens, it isn't snowing".

Then you have to apply the knowledge and understanding you have. You may say: "In that case, I'll take my umbrella when I go out" or "I've a hole in my shoe so I guess I'll stay in until it stops".

The objective of this lesson is that each of you, given some information or an explanation, will be able to answer one knowledge question, one comprehension or understanding question and one application question.

Evocation

Start by giving the students an example. Say something like:

Suppose you know how to drive but you have only driven in the country. Your friend says to you:

> Centreville has quite a large population. Some of the corners are dangerous so the city has put up traffic lights. There are different coloured lights in a column at these corners. There is a set facing you and a set facing the traffic going across your route. If the red light is glowing you must stop; then the traffic going cross-wise to the way you are going can go. If the yellow light is glowing, that means slow down, the light is going to turn red and you will have to stop. If the green light is glowing you can go. The lights are timed to change so that when you must stop, the traffic driving cross-wise to you can go, and the opposite way around.

Start to use this example to demonstrate the levels of listening to the group. Involve group members wherever you can. You may, for example, give an example of a "knowledge" question and answer, then ask if anyone in the group can think of a "knowledge" question. Be supportive but do not allow students to mix the classifications.

Tell the students you will start with a knowledge question. Ask: What does a red light mean? Encourage group members to answer. If they do not, give the answer yourself. Re-emphasize that this is the first step: you have given back some information which was given to you.

Ask group members for another knowledge question. If none is volunteered, give an example, e.g.:
"What does a yellow light mean?" or
"Does Centreville have a huge population?"

Next, move on to comprehension or understanding questions.

Re-emphasize the two levels of comprehension: giving the information in your own words and comparing different parts of the discussion or explanation.

Ask for a volunteer to show comprehension by stating what has been explained in his or her own words. Accept anything that brings out the main ideas. If no one volunteers say something like:

> My friend said Centreville is a fairly large town.
> To keep traffic in order, they use different coloured
> lights. Red means stop, yellow means slow down and
> green means go. The lights face in all directions.
> When traffic going in one direction is stopped, the
> traffic going crosswise to it can go.

Ask the group if you have left out anything that is important. Accept any reasonable addition. Remind the group of the other way of showing comprehension comparison. That means showing things that are the same or different. Explain that sometimes it is easier to think either of things that are different or things that are the same.

Ask for questions that show differences. If none are forthcoming, ask the question yourself, e.g.

> "What is the difference between the light that means
> "stop" and the light that means "slow down"?

Ask for any question that shows similarities. If none is forthcoming ask something like:

> What are the things that are the same for all drivers?
>
> or
>
> How must all drivers behave when they come to the lights?
>
> or
>
> What is the same for drivers going in one direction as for drivers
> going in another?

Explain that now the group will familiarize itself with the idea of applying or using the information. Emphasize that this is the most important part of listening. Say something like:

> If I can tell my friend what she or he said, I can
> repeat the information, I can state the difference
> between what a red light means and a green light
> means, but it's no use if I go out and drive through a
> red light.

Give an example of an application question, e.g.:

> If you are driving and come to a green light, what
> should you do?

Ask for examples of application questions. If none are given, ask some (and try for answers):

You have stopped at a red light. The light changes green and you don't go; what will probably happen?

or

What is likely to happen if a person drives through a red light?

If you like, explain that one can go a step further and do an analysis of the information; that means that you take some things for granted, even though they aren't specified in the explanation. Give an example, ask:

How many different coloured lights are there?

Explain that there may be fifteen but only three are mentioned or explained so you may take it for granted that there are only three. Ask the group what they think. Remind them that in some places there are flashing lights or arrows, but since your friend doesn't mention them you take it for granted that Centreville doesn't have any. Give another example, e.g.:

Centreville is described as having "quite a large population". What would you assume about the number of traffic lights in a very large city like Toronto or New York?

or

In Centreville red means "stop", yellow means "slow down" and green means "go". Do you think that these colours might mean something else in another place? Explain your answer.

Skill Practise/Objective Enquiry

Tell the students that they are now going to practise listening at three different levels. Read the following short dialogue (or it could be on an audiotape):

Art met Chuck, one day

Art: Hey Chuck! How's the boy? Whaddya doing with yourself these days? Still working at the factory?

Chuck: No. I got laid off! I'm not working.

Art: That's terrible! I'm really sorry. Are you having a hard time?

Chuck: Heck no! I'm on Unemployment Insurance. It pays for life's necessities and I'm free as air.

Art: Free? To do what?

Chuck: Anything I want. All I got to do is pretend to apply for a few jobs every week and the rest of the time is mine.

Art: But don't you have to miss out on a lot of stuff? I mean there's no money. There's lots you can't do and you can't buy if you're only on pogie.

Chuck: Money won't buy free time and that's what I want.

Art: I can't see the point of having free time if you don't have any money to buy yourself some fun.

Chuck: And what's the point of having money if you only have evenings and weekends to spend it in?

Art: Anyway it isn't honest. People like me work and pay our Unemployment Insurance so people like you can loaf!

Chuck: Take it easy! I never asked you to work to support me! It's O.K. with me if you want to pick up U.I. The government won't notice the difference, it's got lots of money.

Art: But they get it from people who are working.

Chuck: Look I can't help it if most people want to work and pay money to the government. Most people are stupid. I've got it figured: work long enough to get your benefits, then sit back and enjoy life!

Tell the group that you are now going to see how well they listen by asking questions. Start with knowledge questions:

What are the names of the two men that you listened to?
Where did Chuck use to work?
What reason does he give for not working any longer?
How does Chuck get money for living?
What does Chuck think about people who pay taxes?

Then move on to comprehension questions:

Do Chuck and Art look on being unemployed in the same way?
Why does Chuck think it's really great to be out of work?
Why does Art think it is terrible to be out of work?
What do Chuck and Art disagree about?
What does Chuck think about his right to live off Unemployment Benefits?
Why does Chuck's attitude make Art angry?

Explain to the group that you are now going to ask some application questions:

What do you think would happen to the amount each person paid from his or her pay for Unemployment Insurance Benefits if most people were like Chuck and did not work?
Would the government pay out more money or less?
Do you think each individual working person would pay more or less per pay packet?
Supposing there was hardly any unemployment. Very few people were out of work. What do you think would happen to the amount each worker had to contribute to Unemployment Insurance Benefits? Would the government be paying out more or less money? Do you think each individual working person would pay more or less per pay packet?
(You may have to explain how the money for Unemployment Insurance Benefits is collected i.e. one third from employee, one third from the employer and one third from the Federal government to help the above discussion along).

Ask each person to apply Chuck and Art's argument to his or her own life. You can allow quite a lot of latitude in the answer. The question might go:

If you were going to change your attitude, who would
you agree with most, Chuck or Art?

After a comfortable time for discussion, read or play (if on audiotape) following dialogue:

Betty and Marg

Betty and Marg work in the same office. One day they were eating lunch together. "Wow" said Betty "Did I ever get through a lot of work this morning! I've been hard at it ever since I started!". "I just did the usual amount", said Marg "But I sure had a couple of good laughs! Mac was telling me about how drunk he got last night - what a character! Then Julia told me all about the shower she gave for her sister last Friday. Her sister was completely surprised! Oh yeah! Then I dropped in on Celeste; she showed me the pictures of her grandson. He is a dopey-looking kid but she thinks he's perfect". Betty said, "I don't know how you find time to do all that visiting around. I come here to work. It's fine to say Good morning and Good night but all this gossipping and joking around is a waste of time". "Don't be such an old sober-sides", said Marg. "You ought to enjoy life and have some fun. I do just enough work to keep the boss from bugging me and then I enjoy myself".

"I like to enjoy myself, too" said Betty. "I like bowling and dancing and having my friends over but I do it after work. I figure I'm paid to do so many hours of work a day and if it's more than's expected of me I'll do it. Work is work and play is play". "You're so pleased with yourself, I can hardly stand it! People ought to have some fun at work. Last week we glued

Mr. Turner's telephone together. It was a scream! Everyone enjoyed themselves and the world didn't come to an end! I think it helps to let off steam". "It doesn't sound as if you ever do enough work to build up a head of steam", said Betty. "And maybe I haven't had the fun of glueing a telephone together, but I've had the satisfaction of doing an honest day's work!". Marg was mad. "Well you sure sound as if you've got a head of steam up now, and I'm leaving before you blow your stack!".

After it is finished, explain you are going to ask questions again as you did after the previous exercise. Ask if anyone wants to hear the discussion again and re-read or re-play the material if requested to do so. Explain you are starting with knowledge questions.

What are Betty and Marg doing while they are having this discussion?
What had Betty been doing all morning?
What did Marg do?
Name the people Marg talked to.
What does Betty say that describes her attitude toward work? (Accept only close descriptions; this is not a question to state the main idea)
Is Marg the only one of the two who likes to enjoy herself?
What does Betty like to do?

Go on to comprehension questions:

In your own words, describe Marg's attitude toward how it's best to behave at work.
What is the difference between Marg and Betty's attitude toward having fun?
Do they have any views on work in common?

Now go on to application questions:

What do you think it would be like to work in an office that is entirely filled with workers like Betty?
What do you think it would be like to work in an office that is entirely filled with workers like Marg?
Do you think it is a good idea to have some of each in an office?
If you were the manager of 70 people, how many of them would you like to have like Marg? How many like Betty? Why?
With which one would you prefer to work?
Thinking of yourself, which one do you think has a better idea about working? or
Which idea makes for a better working life?

Audiotape: Refraction of light

Have you ever noticed that if you put a pole into some water at a slant, the pole appears to bend or take a new direction at the point where it enters the water? You may know perfectly well that the pole is straight and think your eyes are playing tricks on you. There are good, scientific reasons why the pole appears to bend, but we need not go into those reasons now. The fact is that whenever an object passes from one medium to another, as for example, from air to water, this appearance of bending takes place. There is a scientific name for this occurrence. It is called the Refraction of light. Refraction. The name is easy to remember because it sounds like "fracture", as when someone fractures or breaks a bone. And this is what seems to happen; the pole appears to break as it enters the water.

There are two conditions when Refraction does not occur. The first is when both you and the object you are looking at are in the same medium. This is what usually happens: your eyes are operating in the air and the object is entirely in the air. But Refraction will also not occur, for example, if the object is at the bottom of a barrel of clear oil, and you stick your head in the oil also.

The other condition is if the object is entering the new medium absolutely upright. If you put that pole in the water straight up and down, you won't see any bending. That is because the light from the pole cannot be bent away from the upright.

Next ask the group the following question:

Knowledge questions:

What is the name of the trick of the eyes or illusion just discussed?

When does this occurrence appear to happen?
What example is mentioned?
Is this illusion magic or are there scientific reasons why this happens?
Does the speaker give these reasons?

Comprehension questions:

In your own words, tell what the illusion of the refraction of light is like.
Why is refraction of light a good name?
Describe a condition when refraction does not occur.
Can you name another time when refraction will not occur?

Application questions:

Can you name an example or examples other than water or air, where refraction might occur?

Supposing you had a glass of ginger ale sitting a few inches in front of you. There is a straw in the glass. The straw is sitting on the bottom of the glass to your left, and it is leaning against the top of the glass to your right. Will the straw appear staight? Explain your answer.

Supposing you now bring the glass directly under your eyes to drink the ginger ale. You move the straw straight up and down to put it in your mouth. Will the straw appear to bend?

You are on a desert island and must spear fish in order to eat. The water is perfectly clear. You can try to kill the fish by standing on the shore and aiming through the water, or you could swim under water and spear the fish that way. In which situation would your aim be better?

Skill Application

Explain to the students that now they will demonstrate the objectives of the lesson.

Everyone will listen to an audiotape; then everyone must answer one knowledge question, one comprehension question and one application question.

Play the audiotape of Talk It Up.

If someone "fails" a question, give him or her another chance, then forget it.

Audiotape: Talk It Up

Moderator: Good evening ladies and gentlemen. I'm Bernie Pick and I want to welcome you to Talk It Up, a discussion show where we bring opposite sides together.

Tonight's topic is: The Common Mugger. How Best to Deal with Him - or her - because we have to say that of recent years, increasing numbers of women have been involved in mugging.

Just to get things straight we ought to say that for the purpose of this programme we take mugging to mean the sort of situation where one person harms another person, or threatens the other person with bodily harm in order to rob the victim. In legal terms it's classified as assault and robbery, sometimes as aggravated assault.

In the studio with us this evening are Mr. Justice Pearson, judge of the Provincial Supreme Court, Mr. T.C. Shaw, probation officer, Mrs. Louise Williams, a 73-year old widow who has actually been the victim of a mugging and Mr. L.R. O'Connor who has just finished serving an 18-month prison term for mugging.

Each one of them sees the problem of mugging and how it should be dealt with, in a way that is special to him or her.

I'm going to ask Mr. Justice Pearson to start the discussion. Sir, how do you deal with muggers?

Pearson: Of course, mugging, or assault as we call it, sometimes aggravated assault, is not a simple question. There are many considerations that go into a final judgment. It is not just a question of finding the person guilty and then sentencing that person to prison.

O'Connor: Seemed that way to me.

Pearson: It may have seemed that way to you, Mr. O'Connor, because, as I understand it, you received quite a severe sentence.

O'Connor: I got a bum deal!

Pearson: I guess it always seems to the person sentenced that he received a bum deal. Tell me, Mr. O'Connor, had you any previous convictions?

O'Connor: Yeah, a couple.

Pearson: What for?

O'Connor: One for breaking and entering and once before for mugging - I mean, assault.

Pearson: That would make a lot of difference. If a man - or women - comes to me with a clean record, I'm inclined to go easy, but with a previous record...

O'Connor: I didn't get a square deal.

Williams: (a shrill, shakey old woman's voice) You didn't get a square deal! You got a bum deal! How about the people you hurt? The bully that knocked me down and took my bag: he's still in jail but so am I. I've got a broken hip and I'll never be able to walk properly again. I carry my prison around with me, it's this here...

Moderator: I believe it's called a walker. (Explaining to audience). This is a three-sided cage on sturdy legs that reaches up to the height of Mrs. Williams' hands. Mrs. Williams has to lift it and place it in front of her, then lean on it while she drags her legs forward. She has to do this for every step she takes.

Williams: And I've got it for the rest of my life!

O'Connor: Uh...

Moderator: (hastily) Mr. Shaw we need your point of view here. Mrs. Williams says she'll never be out of jail. But you often deal with people who have just come out of jail. What do you think?

Shaw: Well, I don't want to sound too high falutin', and I don't want to minimize Mrs. Williams' suffering but she isn't the only person that carries a prison around with her. A lot of the people I see live in a psychological prison, they are ignorant, they don't see any reason to get a job...

Williams: That's just laziness!

Shaw: Not necessarily - not to see any reason to work in our society, whatever the reason - puts a person in a kind of prison. It isn't just laziness. Criminals sometimes put so much time and effort into planning and carrying out their crimes, I'm always surprised they don't find it easier to get a job.

Williams: It's not my idea of a prison.

Shaw: If I don't change their minds, it's a prison they stay in all their lives. What about addiction? What about the heroin addict? Drug addiction's the worst prison in the world.

Williams: That's what mine was - a drug addict. A dope fiend. But the judge put him away, anyways.

Pearson: You see, Mrs. Williams, if I'd been trying that case, I'd have asked for a psychiatric report. Addiction's a very complicated problem for a judge.

Shaw: Yes, a lot of these young drug addicts are very mixed up people...

Williams: And a lot of us are very beat up people...

O'Connor: Listen, old lady, quit whining! You know what it's like to go without a fix? It's the worst pain there is - you'll do anything, anything in the world to get rid of the pain. You think you had a raw deal? You was never hooked on drugs, nobody ever went after you when you was too young to have any sense. You don't know what it's like to need a fix...!

Williams: I should certainly hope not. I lead a decent...

O'Connor: If you'd'a grown up in my neighbourhood, you wouldn't be no nice old lady now. You'd'a been on drugs when you was fourteen and pregnant when you was fifteen, and you'd'a been in the slammer at least half a dozen times by now.

Williams: I never would have. I'm a decent woman and I'm in the slammer as you call it anyway. This walker even has metal bars! As for needing a fix, any person with a good character...

Moderator: I think I'd like to break in here because Mr. Shaw never did tell us how he deals with muggers. I was interested by your idea that they are permanently in a jail of their own or someone else's making ... an idea Mr. O'Connor has in some ways told us about. How do you deal with these kinds of prisons, Mr. Shaw?

Shaw: Not always very well. If I can't get people out of the prison that they or their environment have built for them, they'll end up in the real prison pretty soon. If I can't show them it's better to take a regular job - even if it doesn't pay very much - if I can't persuade a junkie - excuse me, an addict - to go for treatment, then they're gonna end up back in the cooler, I mean prison. And I won't have dealt with them very well.

Williams: Who cares?

Shaw: Well, exactly people like you ought to, Mrs. Williams.

Williams: Me?!!

Shaw: Because you're the one that was beaten up and robbed.

O'Connor: Yeah! It's all the fault of people like you! Hypocrite! Thinking you're such nice people! You wanna know how I deal with this mugger? As kind as I can. Because I need a break, lady, and I'll never get it from the likes of you!

Williams: (starting to cry) I'm the one that's suffering! I'm the one that got a broken hip and broke my dentures and was robbed! I'm the one that's still afraid to go out alone! I never beat anyone up and robbed them but all of a sudden I'm the bad guy. That young man ought to have to use a walker then maybe he'd remember not to take dope - like I have to remember how to walk. I haven't had an easy life. I don't know anyone who has, and I worked for my money. I didn't attack old people... You know how I'd handle muggers? I'd line them up and shoot them!

O'Connor: Oh, you stupid old ... You don't know what it's like ...

Moderator: Mr. O'Connor, please sit down. Ladies and gentlemen we're almost out of time. Mr. Justice, sir, as you're the one who deals in the most direct sense with the mugger, would you like to say the final word?

Pearson: I'd like to say the final word, Mr. Pick, but I'm not certain there is one. As a judge I try to do my duty, but I'm conscious I'm not always doing the kind of job I'd like to. If I'd known this young man here was a heroin addict, and he came up before me, I'd have sent him for treatment and rehabilitation, so he could kick his habit and learn to make an honest living. I'd have tried for that even though it's not always successful, but then I am sure that punishment doesn't work for addicts. The sad fact is that addicts can get all the drugs they want in prison, so it's kind of like imprisoning them twice: once in jail and once more in their own habit. You want to do the right thing for the accused. But sometimes, there's no way you can do the right thing for the victim, and Mrs. Williams has a very good point. It isn't her fault her attacker was a drug addict and even if he's cured now, she never will be. Even if someone gave her back her money and paid for new dentures, she still can't walk alone and there's no way any judge can put that right. And even if by a miracle she learns to walk alone, I can't take away the fear she lives with and the kind of emotional scars she has sustained. Most often, in a case like this, it isn't possible for justice to be done either to the mugger or the person who has been attacked.

Moderator: Thank you very much, all of you for coming here this evening:
Mr. Justice Pearson for giving us some of your time and Mr. Shaw for giving his. I'd also like to thank Mrs. Williams and Mr. O'Connor for sharing their experience with us.
Tune in next week, when our subject will be: Does this nation drink too much coffee?
This is Bernie Pick signing off for Talk It Up.

Questions on knowledge:

1. There were five people on the panel; who were they?
2. What were the members of the panel talking about?
3. What is mugging exactly?
4. Can anyone remember the legal name for mugging?
5. What happened to Mrs. Williams when she was mugged?
6. What happened to the person who mugged her?
7. Mr. Williams says she is permanently in prison. What explanation does she give?
8. Mr. O'Connor gives us a strong hint as to why he mugs people. What does he suggest is the cause?
9. According to the judge, are most people who are sentenced satisfied that they have been fairly dealt with?
10. How many times had Mr. O'Connor been convicted of crimes?
11. According to Mr. Shaw, some people never look for work or see the need to work. How does Mrs. Williams describe this condition?
12. Mr. O'Connor describes what Mrs. Williams' life would have been like if she had grown up in his district. What did he say?

Questions on comparison, contrast differences etc.:

1. What is Mrs. Williams' attitude toward muggers?
2. What is Mr. Shaw's attitude toward muggers?
3. Who was the person who seemed to have the point of view that differed most from the way other people viewed the problem? Explain your answer.
4. What is the difference between Mrs. Williams and Mr. O'Connor's attitude toward muggers?

5. Some of these people seemed to share some points of view, or have some views in common. Who are these people?
6. What is or are the views they have in common?
7. Who seemed best able to see both sides of the question? What did the person say that made you answer that?
8. Mr. Shaw said that most of the people he sees live in psychological prisons. What does he mean by this remark? What example does he give?
9. How does Mr. Shaw try to break down these psychological prisons?
10. Can you think of a better way?
11. Mr. O'Connor gives a lively description of the effects of the district he grew up in. What does he seem to be saying about his own life?
12. Why do you think Mr. O'Connor loses his temper with Mrs. Williams?

Questions on application:

1. Is there anyone on the panel with whom you especially sympathize? Why?
2. If you had to judge a case where someone had permanently crippled another person and robbed him, what kind of things might make you judge the accused more or less harshly?
3. Can you think of any other examples of psychological prison besides the examples given by Mr. Shaw.
4. What thoughts would prevent you from mugging someone?
5. Can you imagine any conditions under which you would mug someone?
6. If you were approached by someone with a gun whom you knew to be a heroin addict, what would you do?
7. What kinds of problems does Mr. Shaw, the probation officer, face?
8. If you had ever been mugged, which one of these people do you think you would agree with?
9. Do you think a judge who has himself been mugged should be allowed to preside at cases trying muggers?
10. Do you think all judges should have been brought up in poor districts?
11. If one of your friends had been convicted of mugging, would this change your friendship for him or her?
12. Of all the people on the panel, not counting Bernie Pick, who do you think faces the least serious problem? Explain your answer.
13. In your opinion is Mr. O'Connor likely to mug someone else or commit some other act of violence and robbery in the future?

Evaluation questions to ask the students:

What skill did we learn today?

Does any student believe he or she learned today to listen in a different way?

Give suggestions of how you could use the new skill in your daily lives.

How do you think teachers want you to listen?

Do you think teachers usually want you to learn facts or do teachers want you to apply what you have learned.

Which is most useful, listening for understanding and thinking or to get the facts?

CRITICAL THINKING:*

True/False Claims, Personal Claims (Factual and Value Claims)

Overview

This is the first of a series of lessons on how to assess the expressed ideas, beliefs and statements which one encounters daily through the media and through the remarks made by other people in the form of opinions, reports, rumours, etc.

In this lesson a start is made by examining the nature of two kinds of claims: Value Claims and Factual Claims, which are, for purposes of ease, here re-named as Personal Claims and True/False Claims. (These will be explained later).

In the Stimulus section, an example of the kind of problem this lesson is supposed to address is set forth and a very sketchy outline is made of the lesson's contents. In the Evocation section, participants are provided with an experience of how differently several people may assess identical claims. This section also sets forth the reason why the word "claim" is used.

In the third section, the two parts, Skill Practice and Objective Inquiry, are combined so that the group uses its Skill Practice to arrive at the rationale by which kinds of claims are differentiated (objective inquiry). The idea is to encourage participants, whenever possible, to arrive at a logical dichotomy by generalizing from the practice they have just had or by questions posed by the coach. This approach is somewhat different from that used in other lessons but is pedagogically sound especially for this kind of topic. The coach elaborates on the distinctions already made and explains the difference between the kinds of claims. Fine distinctions are avoided and efforts are directed toward an ability to distinguish between claims that may or may not be true and claims which are, roughly speaking, a question of opinion.

Resources

Pencils
Slips of paper, numbered 1 to 5 and marked
    I believe this
    I need to know more before I decide
    I do not believe this.

Four flip charts and felt pens
OPTIONAL: Lists of claims for Skill Practice

Objectives

Given a topic participants will be able to make a Personal Claim or True/False Claim as requested. Given a brief news story, participants can state which kind of claim each sentence represents.

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*This, and all subsequent lessons on Critical Thinking are based on an excellent work by La Bar, Carol: Teaching Critical Thinking: A Manual for Teachers in Correctional Institutions. Project funded by Education and Training Division, Pacific Region. Solicitor General of Canada. Project Directors: Dr. Ian Wright and Dr. Jerrold Coombs.

Stimulus

Tell participants that this is the first in a series of lessons on how to deal with all the information that comes our way.

Make the point that nowadays we are all bombarded with information that comes to us by newspapers, television and radio, advertisements and also whatever information our friends and family give us as well as what comes to us by scuttlebutt.

Give an example, such as the following:

At breakfast this morning my family made the following claims:

The Expos won the game last night.
One of the neighbours had given birth to her baby early this morning.
The breakfast cereal tasted like stewed sawdust.

I read the paper and here are a few of the items I found printed in it:

War with the Soviet Union is certain within 3 years.
The population of Canada is now 23 million.
Baked pears make a delicious dessert.
In Denmark, one quarter of all babies are born to unmarried mothers.

On the way to work I met a fellow worker who told me:

It is possible we may not get our pay cheques on time this week.
Her corns are killing her.
Her daughter is getting married next month.

Make the point that everyone encounters different claims, but everyone goes through the same process for dealing with them (even though the process may virtually take no time); that is, with every item that comes your way you assess whether you believe something or not.

Most people come to one of three decisions:

1. I believe that.
2. I am suspending judgement (kind of put this item on "hold" until I get more information).
3. I don't believe that.

It is good to know some guiding principle that will help you make a logical decision about how you are going to deal with all the items that come your way.

It is also a good idea to know how much of this stuff that comes your way you may reasonably expect to be either true or false because sometimes it is a waste of time trying to figure out whether a statement is true or false. Some statements cannot be either.

This lesson starts by looking at the different kinds of statements, we call them "claims", that can be made.

The reason has just been given: some claims cannot possibly be either true or false. So if you can recognize these, you won't waste time trying to figure out how to decide whether they are probable or not.

And some claims can be true or false, but cannot be observed to be true or false. But you can use your mind and reason to figure whether the claim is true or false. Other claims can be shown to be true or false. In the next lesson you will study what kind of evidence you will accept to show that a claim is true or false.

Tell participants in this lesson you will work with the group to help it discover that there is a kind of logical difference between these different kinds of statements and how to tell one kind from another. Participants will then be in a much better position to deal with all the statements or claims that come their way.

Tell the group: The objectives for this lesson are that by the end you will be able to give an example to the different kinds of claims. You will also be able to go through a newspaper article and distinguish the different kinds of claims it makes. This ability is useful by itself but it is chiefly useful as a basis for the next lesson. That will be the one where you get down to the nitty gritty: looking at standards you will apply before you decide you do or do not believe a claim to be true.

Evocation

1. Tell the group that you are now going to demonstrate how differently people react to claims and statements that are made. To every participant hand out slips of paper numbered from one to five with spaces to check one of the following:

   I believe this
   I need to know more before I decide
   I do not believe this.

   Hand out pencils.

   Tell participants you are going to read ten statements and they are to mark in what they believe about each one.

   Read each statement in turn; then collect the "believe" responses and tally how each one adds up. Record the results on a flip chart.

   If you like and/or the group seems interested, you can read out the commentary on the right hand side.

1. Some plants have a sex life.	True in a sense. Some plants have male and female populations (orchids, for example), and many plants need to be fertilized by other plants. They don't have a sex life as mammals do.
2. God made the world.	Some people believe this but there is no proof one way or another. Who knows? No one was there except possibly God.
3. Alcohol hinders sexual activity.	Excessive alcohol does.
4. Marijuana is used for cancer patients.	True. It is used although not always.
5. Human beings have a plant life.	Everyone has microscopic plants in the intestine which help with digestion. This isn't to say that human beings put out leaves.

Use the tallies to point out that not only do people have different views but that it is difficult sometimes to sort out what is the case.

2. Somehow (see below) bring up the point that the lesson deals with spoken or written statements which we will agree to call "claims". For example: Why not say we are going to deal with "facts"? Why not the word "facts"? That would be a good way to decide whether you believe something or not

Make the point: It is a question of words. The word "fact" demands acceptance that the claim is true.

Remind the class: If you ask "Is that a fact?" and receive an answer "No", that means it is not a fact and not true.

So why not deal with the truth? That would be a good way to decide whether you believe something or not. Ask: Is that the truth? In the first place, that is simply not a reasonable thing to ask about every statement. In the second place, the word "truth" and also "fact" have a lot of difficult ideas associated with them which we do not always want to drag into our thinking.

Ask the group: Do you suppose it is possible that there exists a great fact or truth about the universe or anything in it that no one has ever thought or said? How about the nature of man? A fact or truth about cancer? Point out we all hope there is because every new discovery gets us nearer finding a cure.

Give the group time to think about and discuss this idea if necessary.

> Illustrate: Newton was sitting under an apple tree when an apple fell off and he discovered the Law of Gravity. It has proved consistently to be valid. Where was it before Newton thought of it? Was it not a fact or not true before Newton discovered it?

There are probably a lot of facts or truths lying around waiting for someone to stumble on them. But until someone does, we cannot deal with them. So we can only deal with statements or ideas that have been expressed. Hence the work "claim" rather than "truth".

Make the point that you are not throwing out the word "true". A large number of the claims we deal with every day are claims about something that could be true or not true. So we still need the word "true" and the word "false".

3. Remind participants that earlier you had talked about having to decide which claims they believe and which they do not believe. Say: What do you mean when you ask yourself: Do I believe that?

Ask the group if members can see a difference between believing the first two statements and believing the second two statements.

1. This is the greatest country in the world.
2. There is no God but God and Mohammed is his prophet.
3. It is raining outside.
4. The USSR is the largest country in the world.

The difference you are looking for is that the first two represent opinions and the second two represent statements about the way things are.

Make the point again: If you realize there are different kinds of claims floating around, you are in a better position to process all the claims that come your way.

If necessary, go into overtime with more examples.

Someone may tell you:

> Everyone needs eight hours sleep a night, or
> Apple pie is better than lemon pie.

And those are perfectly O.K. claims to make. They may be true for the person who makes them but they are not true in the same way that the time, or the date or the name of the prime minister is the same for everyone. If someone says:

> It is raining outside.

That may be true or untrue. But you can go check and see.

Skill Practice/Objective Inquiry

1. Remind the group, if necessary, that the purpose of this lesson is to discover a way to make a logical division of the kinds of claims that come our way all the time.

2. Tell the group that you are going to give them a list of claims and see if they can find a way of dividing them according to the two kinds of claims there are.

Write the following list of claims on a flip chart or have lists made up and ready for distribution before hand. Have ready two flip charts which you can, for the moment, label simply A and B.

1. Early to bed and early to rise make a man healthy, wealthy and wise.
2. I had Corn Flakes for breakfast.
3. Gentlemen prefer blondes.
4. This is good cake.
5. I feel cold.
6. It is 10° below outside.
7. That baby needs changing.
8. Good intelligence is an advantage.
9. He scored 130 on the intelligence test.
10. Three times seventeen is fifty-one.

Write the first claim (read it aloud) on Flip Chart "A". Ask: Is the next claim: "I had Corn Flakes for breakfast" the same kind of claim? Continue like this.

You are looking for a rough division into True/False claims and Personal Claims. If some mistakes are made, do not try and correct them now. If someone demands a third flip chart for "false" claims, resist on the grounds that some claims cannot be false. If the group insists, go with the demand for now. In any case, at the end, remind the group: We are always interested in finding out whether a claim is true or not but some claims cannot be true or false.

Example: "Chocolate ice cream is best." Making this claim depends on one's taste. And as the Romans said, it is not possible to argue with matters of taste.

In the same way as chickens cannot give milk, some claims cannot be true or false. It is not in their nature. But the group will examine that kind of claim later.

3. Remind the group that hens can give eggs, and some claims can be found to be true or false. Remind the group that it is not possible to state that a claim is a fact because a claim might be true or false, where a fact is always true. But the kind of claim that can be true or false for everyone all the time is called a "True/False Claim". Again it is a question of using the right words.

A True/False Claim is called that because it can be true or it can be false.

Manitoba is in Canada and
Manitoba is in Peru

These are both True/False Claims although one is true and the other is false.

Make the point: A True/False claim is a claim about a state of affairs or how things are.

"Chocolate ice cream is best".

This is not a True/False Claim because it cannot be true or false for everyone all the time.

Ask: Why not?

Look for an answer such as:

Because you would not have to go far to show that this is not true for everyone all the time. Someone else would say:

"Maple walnut is best", and some one else would say "Strawberry is best", and you still would not be able to say this (or these) claims are true or false.

But this brings out one of the most important characteristics of a True/False Claim. It can be shown to be true or false for everyone all the time. Make the point. You may have to use some very fine instruments or go to the ends of the earth but in theory you could show a True/False Claim to be true or false.

You could travel all over Canada and find Manitoba.
You could travel all over Peru and not find it.

If you are trying to decide whether a claim is a True/False Claim, you ask yourself:

Could I show this to be true or false for everyone all the time?

If the answer is "Yes", this is a True/False Claim.

Point out, if necessary, "All the time" sometimes causes trouble here because claims such as "I was late for school today" referred to something that happened only once and not "all the time". But once something has or has not happened, it goes on being true or false "all the time".

This kind of True/False Claim where you can look, hear, poke, taste, count, etc. to prove whether the claim is false or true is called empirical, but it is easier to remember it as the True/False Claim of Observation. Because in that way you can remember it as the kind of claim you can see or hear to prove.

Make the point. If participants are wondering why they have to be able to recognize a True/False Claim of Observation, the reason is that obviously you cannot check out every observation yourself. So you have to decide who else's seeing, hearing, etc. you are going to accept. That is in the next lesson. First you have to be able to recognize a True/False claim. Hence this lesson.

There is another kind of True/False Claim but it cannot be observed to be true or false. You cannot poke it or count it to show it is true or false. It is called a "True/False Claim of Analysis" because you have to reason out whether it makes sense. It figures or it doesn't figure; it is true or false. The meaning of words is very important in True/False Claims of Analysis; if you don't get the meaning of the words straight, it won't figure any way.

The words usually represent ideas that people have.

A common example is the name given to numbers. You can have examples of these ideas but not the idea itself. You may, for example, have three potatoes or three people or three dots. But these are examples. There is nothing in the world that you can point to and say: Look there is three and if you don't believe me, count it.

An example of a True/False Claim of Analysis would be:

No one can be in two places at one time.

If you think about this claim, it has to be true, provided we all agree on certain key words such as "No one" "two", "places" and "at one time". There is no way there could be an exception. In the same way you cannot observe this to be true or false for everyone all the time although like the idea of the number three, you can have examples.

Point out: It is possible to observe someone trying to be in two places at once and failing (if the class seems responsive, have a couple of extraverts try to demonstrate this), but it is not possible by observation to show that it is always false. A doubter could always maintain that more talented people could manage to be in two places at once or that these same people could manage it the next time.

Emphasize that if any participant thinks this is all stupid she or he is right. Trying to show that a True/False Claim of Analysis is true or false by observation is impossible and ridiculous.

It helps to recognize a True/False Claim of Analysis to remember that it has often to do with numbers or mathematics or a system of classification or definition where everyone agrees on what ideas the key words mean.

Examples (if needed) are:

Two plus two is four.	This is true so long as we all agree on the meaning of "two", "plus" and "four". But if two sometimes means two and sometimes means a cucumber or eight, then we are in trouble.
Bananas are a fruit.	This claim is true by definition because we all agree on what a banana is and what a fruit is.

The proof of whether these statements are true or false is what we call self-evident. It clearly is, or is not, the case.

Ask: Does anyone want to try and prove that two and two are not four? Who thinks bananas could occasionally be Coca Cola trucks?

Extra Practice: (Optional) Ask the group to think about the meaning of the words in the following True/False Claim of Analysis and decide if it is true or false:

Some straight lines are crooked.

Ask people to justify their answers. If necessary, emphasize that the meaning of "straight" and "crooked" are opposite and a line cannot be both. If the group seems up to it, try:

Things which are equal to the same thing are equal to one another.

Have the group try to see which of the following claims are true or false. (Emphasize meaning of words wherever necessary).

Some oranges are apples.
Parallel lines never meet.
All grandparents have grandchildren.
There are nations with no people in them.

Tell the group: It is valuable to be able to recognize this kind of claim because you can figure whether the other person is being rational or not.

People will often use the same word and give it two meanings. Or the person is not consistent.

Examples (if needed) are:

I stole his TV because I do not believe in private property. As soon as he agrees that having private property is wrong, he can have his TV back.

Sum up: Of any claim you can ask:
Could this claim be true or false for everyone, all the time?

If the answer is "Yes", it is a True/False claim of some kind. If it is "No" it is the next kind of claim.

4. This kind of a claim is called a Personal Claim because it depends upon the person who makes it, that person's judgment, opinion or taste. The important words are depends upon the person.

These kinds of claims are not T/F claims because they cannot be shown in any conclusive or final way to be true or false for everyone all the time.

In the first place, you cannot observe this sort of claim to be true or false, you cannot even observe whether the claim is true or false for the person making it.

If you friend Joe says:

Chocolate ice cream tastes best

and you observe that Joe eats chocolate ice cream a lot, you might think that he really believes chocolate ice cream is best. But he still might not really think that. He wouldn't be the first person to act one way and think another.

Sally could say:

I really think everyone drinks too much.

You might doubt that she really believes that claim if you have to pick her up off the floor dead drunk every night. But she could believe the statement and hate having a hang-over without being able to stop drinking.

In the second place you cannot show a Personal Claim is true or false for everyone all the time by reasoning about it.

Remember you can reason about a True/False Claim of analysis because the meanings of the words is clear. But remember that people use words in all sorts of ways. And if the meaning of the words is not crystal and precisely clear to everyone you certainly cannot reason about them.

We have already seen one way that the word "truth" can be confusing. Consider what the great poet, Keats, wrote:

"Beauty is truth, truth beauty", - that is all
Ye know on earth and all ye need to know.

This is all good stuff but if you try to reason about what he means you get into trouble.

Suppose we all agree that roses are a form of beauty, can we say:

Roses are truth?

What does it mean? If we think garbage is ugly, does this make it an untruth?

What about truth being beauty? Let's take a simple truth (T/F claim of Analysis): 2 + 2 = 4. If you are really into Mathematics you may think this kind of claim has a sort of classic elegance. Some people do think that absolute truths like this represent absolute beauty but where does that leave the Sistine Chapel or Miss America?

You can see that in this poem neither the words "truth" or "beauty" has a precise meaning.

Without getting inside the poet's skin we cannot know whether he really meant something by these lines or he just added them because he could not think of any other way to end the poem.

EXAMPLE - OPTIONAL

The preamble to the Constilation of the United States begins:

We hold these truths to be self-evident: that all men are created equal...

Almost every word in this statement is open to question.

We: Who "we"? Thomas Jefferson and Benjamin Franklin? All the delegates to the Continental Congress? All the people residing in the Thirteen Colonies? Everyone who agrees with the writer?
hold: How hold? Not in anyone's hands.
truths: That word again
self-evident: Not to the British. They thought the whole American Revolution was a giant scam to avoid paying taxes.
all: Black? white?
men: Did they mean males? Or men and women?
created: Is this how everyone would describe conception and birth?
equal: The zinger. What is meant by "equal". Equal in ability? Equal before God? Equal in rights? (Right is another of those words.) St. Paul thought everyone was equal before God but he thought women should be subject to men and slaves ought not to complain. Is this what Thomas Jefferson meant?

There is no perfect test question which proves that a claim is a Personal Claim.

But there is a test. It is that a Personal Claim fails both the tests for True/False Claims. You cannot show it to be true or false for everyone all the time either by observation or by reasoning about it.

Another test is that if you think about the claim it cannot be true for everyone all the time, it is not capable of so being.

A good mini-test and rule of thumb is to ask: Is the meaning of the words identical for everyone all the time? If there is even one word there that does not have a universal, precise meaning you probably have a Personal Claim, a claim which depends upon a personal view point or a personal experience. (You do have to be careful that the speaker is not simply attempting a T/F Claim but using sloppy language.) And you have to be careful if you, personally, do not know the meaning of a word. It is easy to see that words like "beauty", "truth", "equal", "good" and "bad" may depend upon the speaker. But some people would say that the give-away when Joe says.

Chocolate ice cream tastes best

is not just "tastes" and "best" but also "chocolate". Because we have no way of knowing whether chocolate tastes the same for everyone. In fairness, it should be added that other people would give you an argument about this.

But you can see from this example, how much a personal claim depends upon the person.

Equally good back-up questions are:

What is my opinion on that matter? or
How much do I agree with that?

when these turn out to be sensible questions to ask. If you ask these questions of claims such as:

Manitoba is in Canada, or
A square has three sides

they become senseless because these claims can be shown to be true or false regardless of anyone's opinion. If these questions seem stupid when applied to a claim it is a T/F Claim.

Make the point - There is nothing that makes either a T/F claim or a Personal Claim better than the other, each has to be used appropriately. You cannot lead your life exclusively on the basis of claims such as 3 X 3 = 9 and in the same way the idea that all men are created equal is useless if the sink is clogged up. Personal claims make many statements about the values in life as well as ideas that are ennobling or just humorous. There are people who chuckle to themselves when reading books on Mathematics but they are few.

It is important to recognize Personal Claims because other people cannot fool you into thinking that their opinions are in some way absolutely true: you know that a Personal Claim cannot be true or false for everyone all the time. When you encounter a Personal Claim you are free to decide whether you agree, agree somewhat or disagree.

5. Now have the group re-examine the list it had divided into A & B. Entitle one sheet of paper True/False Claims and the other Personal Claims.

The process for finding out whether a claim is a True/False Claim or a Personal Claim is as follows:

First, ask: "Could I show by observation that this claim is true or false for everyone, all the time?"

If the answer is "Yes", this is a T/F Claim of Observation
If the answer is "No", try the next question.

"Can I, by reasoning about the meaning of the words, understand that this claim is true or false for everyone all the time?"

If the answer is "Yes", this is a T/F Claim of Analysis.
If the answer is still "No", the claim is certainly a Personal Claim.

To check-up ask the rule of thumb question. "Is the meaning of the words identical to everyone all the time?"

If the answer is: There is no way of being sure, then to all intents and purposes this is probably a Personal Claim.

Then try the mini-questions: "What is my opinion on that matter?" and "How much do I agree with that?"

If these questions do not seem ridiculous, then very likely this is a Personal Claim.

6. Start a discussion with the group about which type of claim, True/False or Personal, participants consider most valuable. Other questions that could be asked are:

a) Which kind of claim is most common?
b) Would it be possible to lead a life with only Personal Claims or True/False Claims?
c) Is it possible to base a Personal Claim upon a True/False Claim?
d) How about vice-versa?

From time to time stop a participant and ask: Did you just make a Personal Claim or a True/False Claim?

Skill Application

1. Depending upon the interests of the group, choose one of the following Personal Claims and ask each member of the group to make a True/False Claim to show that he or she agrees with the Personal Claim or does not.

i) Our penitentiary system should be changed.
ii) The atomic bomb is a curse on the world.
iii) We ought to make greater efforts to save the environment.

If a participant makes a Personal Claim, e.g. "The food in penitentiaries stinks", ask him/her to change it to a True/False Claim.

The food in penitentiaries often makes people sick, or Prisoners miss meals because they think the food looks unappetizing, etc.

2. Make any one or all of the following True/False Claims and ask each group member to make a Personal Claim that is based upon it.

   i) The rate of repeat offenders in the Federal Penitentiary System is 80%.
   ii) Acid rain is caused by factories that burn coal.
   iii) In the last American Presidential election, 50% of the people who were able to vote, did not.

3. Read the newspaper article (next page) or have copies made and hand one to each participant.

Let the group decide which claims are T/F Claims and which are Personal Claims.

Evaluation

Ask the group to summarize what was discussed today.
Ask if anyone can think how this knowledge can be used.
Ask if the group thinks that doctors are influenced more by Personal Claims or True/False Claims.
Is our legal system based on True/False Claims? Or Personal Claims? If both, when does each predominate?
What kind of a claim is:
"A man is presumed innocent until proved guilty"?

In a charter of human rights which kind of claim is dominant?

January, 1980.

Members of the Canadian Armed Forces have been on manoeuvres in Northern Ontario for the last two days. Regiments involved are the Twenty-Second Field Artillery and the Queen's Own Infantry. The troops are practising under winter conditions and the average day-time temperature is zero degrees Celsius. The manoeuvres are under the command of Major-General Michael (Mick) Riddell. Major-General Riddell denied that the manoeuvres are taking place as the result of worsening East-West relations. "The Canadian Armed Forces go on manoeuvres twice a year as laid down in Regulations. We will be on manoeuvres again in July", he stated. "There exercises have nothing to do with the political situation". Asked how the manoeuvres were proceeding, Major-General gave his opinion that they were going extremely well. "The Canadian fighting man is the best in the world".

CRITICAL THINKING

ASSESSING THE VALIDITY OF OBSERVATIONS MADE BY OTHER PEOPLE

Overview

This lesson builds on the previous one which dealt with different kinds of claims: True/False Claims and Personal Claims. It is characteristic of a True/False Claim of Observation that it can be shown by empirical methods to be true or untrue. In fact, of course, it is impossible to check out every T/F Claim encountered and it is necessary to rely upon the observations and reports of other people encountered either in conversation or through the media. This lesson concentrates on the standards by which it is possible to assess the veracity of a True/False Claim of Observation made by someone else.

A schema of Rules for Assessing Observation is presented in this lesson*. Discussion is encouraged and a great deal of illustrative material is used, but basically the presentation is made in a didactic manner. This fact is justified to the participant as being both easy and quick. While doubtless participants could, if given enough time, think of every standard by themselves, the method of encouraging participants to discover every standard by trial and error is simply too time-consuming to be practical.

Resources

Blackboard and chalk.

Appendix A	Mark Twain
Appendix B	Schema of Rules for Assessing Observations
Appendix C	Practice materials:

videotape: YOU WERE THERE
newspaper story: CONSUL DENIES....
newspaper story: TIPPLING WEEDS SPRING INTO ACTION
Fake advertisement: FLU-AWAY

Objectives

The objectives of this lesson are that:

(1) given an observational principle or approach from a specialized area (sports, science, etc.), participants can state which general observation rule explains this rule,

(2) given a topic of their own choosing and working in dyads, participants can fabricate a set of observations in any form they choose, e.g. T.V.

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* This schema is based on two cited in La Bar, Carol: Teaching Critical Thinking: A Manual for Teachers in Correctional Institutions, Project funded by Education and Training Division, Pacific Region. Solicitor General of Canada. Project Directors: Dr. Ian Wright and Dr. Jerrold Coombs. The two sets of observational standards cited by La Bar are those of R. Ennis and F. Simon.

news, advertisement, newspaper item, etc. in which they deliberately break a rule of observation which they have previously decided upon, and

(3) when viewing this presentation by any two group members, they can state which observational rule is being slighted.

Stimulus

Tell participants that in this lesson they will build on what they learned in the previous lesson about T/F Claims of Observation. Clearly, it is only rarely possible to observe events oneself; most of the time it is necessary to deal with observations made by other people. Most often we have to weigh the observations that come our way and the best we can do is come to a sort of "on balance" kind of decision. This lesson sets out to examine the standards by which it is possible to accept or reject observations made by someone else.

Explain that this is a problem that has been explored by many great minds over the course of time. The rules set for any one particular area may differ from those set for another. The standards set for courtroom evidence are not the same as those set for science. (If you like: you can explain that the difference is based upon the different values prevailing in a courtroom and those prevailing in a laboratory). In everyday life, when we are dealing with the media, etc., we are not usually so demanding, but we still need some general rules about the kind of observations we can believe and those we cannot and usually these rules apply in a general way to highly technical areas of observation, too. This lesson will outline some ground rules which have been adapted from two carefully thought-out guidelines, one devised by a man called Simon and the other a man called Ennis. These two sets of rules have been simplified and combined for everyday use.

Tell participants that most of these rules are nothing more than common sense and probably sooner or later every participant could have the same idea or may already have had the same idea. Since, however, Ennis and Simon have already thought the matter through, it is easier and quicker for participants to study and learn the standards they have decided upon and move on from there. There will, of course, be discussion and room for participants to add their opinons as always. It is therefore the plan of this lesson that participants will explore the principles of critical observation and simultaneously examine the way in which the unwary individual can be misled. Participants are not expected to memorize the Rules for Assessing Observations, but they will be expected to display a working knowledge of them.

Evocation

Make the point that gathering information is not always easy. In order to make this point and inject, a note of humour, read the passage from Mark Twain Tonight, Holbrook, H, Ives Washburn, Inc., New York, 1959, pp. 124-128. (See Appendix A)

Then read the story below. Afterwards, ask: If you were the police, which description would you use in trying to track down the mugger? Why?

> Miss Jane Small, 65, was attacked by a mugger in broad daylight on Main Street today. The man, who got away with Miss Small's purse containing approximately fifty dollars, struck his victim several times and knocked her down on the sidewalk.
>
> Miss Small who was considerably shaken by her experience, described her assailant as approximately 6'4" and weighing 250 pounds. "He was a great big brute with light brown hair and brown eyes and he had not shaved", she told police.
>
> After snatching the purse and knocking his victim down, the man ran off, leapt into his car and got away. Witnesses describe the man as being about 5' to 10" and well built. He was wearing a blue wind breaker and brown pants.
>
> Miss Small was treated for shock at Mercy Hospital and later released.

Skill Practice/Objective Inquiry

A Tell the group that you are now going to present to them the Schema of Rules for Assessing Observation and write these words (if you like, the name is not vital) at the top of the board.

Tell them that you will first read them a newspaper story - not a real one but typical - so that you will have something to refer to when you are explaining the different standards.

> ADAMSON WINS CHAMPIONSHIP IN TENNIS UPSET
>
> Bill Adamson won the Vancouver Men's Tennis Championship in an upset victory over George Thibault in centre-court at Fairview Tennis Club today. The match was closely contested. Adamson fans were jubilant and predicted that he would go on to win the Provincial Championship.
>
> Many of the plays were disputed. Several times Thibeault looked doubtfully at the judge when he shouted "out" or "fault". His fans were more direct and called for the umpire to resign or be replaced. From where this reporter sat, it looked as if many of the plays were difficult to call and it was impossible to tell whether the balls were landing on, or just inside, the line.

"I enjoyed the game very much", stated Betty Beverly, a secretary. "This is the first time I have watched a tennis game. I did think Thibeault was a better player. It was really great! I think I'll start taking tennis lessons myself."

Betting beforehand had been 8 to 3 in favour of Thibeault. Winston Thompson, a Thibeault fan, was despondent as he left the game. "I bet a hundred bucks on Thibeault," he said "That umpire needs glasses."

My eyes were examined just last week and they're good as ever," judge Tom McMann joked to reporters after the game. To queries about how he felt to have so many spectators disagree with his decision, McMann replied: "You get used to it. Someone will always disagree. But the judge sits dead centre and not many spectators do that. I don't let my concentration go for a minute, and I've had a lot more practice than your average spectator. This is my seventeenth year as tennis judge and I wouldn't still be in business if I had a reputation for playing favourites". One reporter suggested that McMann had been suspected of favouring Adamson all season.

"The fact is that Adamson has been playing well all season," McMann said: "Thibeault has been sending his shots just a few inches too far. There's nothing in it for me to favour one player over another. My interest is in having a clean reputation as a judge. I'm out of business the moment I start favouring one player over another." McMann earns $200 a game.

Thibeault's coach, Marshall Gray, stated that he is asking for an investigation by the Canadian Lawn Tennis Association. "This sort of thing cannot be allowed to continue. The judge was wrong on several counts that would have made all the difference to my boy," he fumed.

Officials of the CLTA stated that they had no plans for an investigation at this time. One of them stated that McMann had always been regarded as an excellent judge and fair in every way. "Otherwise we would not hire him," stated the official, Ken Mawkinney.

Tell the group (something like):
When you read a story like this you have to decide when and what you believe. This story is a particularly good example because the difference of opinion about what was observed is the central point.

The first category about the observation is who made it.

Write WHO on the blackboard (areas with a line beside them should be copied onto a blackboard).

WHO

Explain that you are going to tell people 3 primary tests for judging the quality of the observation by who made it.

1. Is the person disinterested? Make this idea clear. Does the observer stand to gain in any way by the results or the observation's being one way or another?

   Ask the group: does anyone in this story have an interest in the results being one way or another? Is the person interested or disinterested?

   Ask the group: if a mother goes to watch her child in a kindergarten play, do you think she is an interested or a disinterested observer? (Write "disinterested" opposite WHO).

2. The individual should have a reputation for telling the truth.

   Remind the group of the boy who cried "Wolf".
   (Write "reputation for truth" opposite WHO)

3. The person should be in full possession of his/her faculties, i.e. able to see, hear and understand. Point out: we question observations made by people who are drunk, ill, upset, depressed, etc. Even if the individual is disinterested and has a reputation for telling the truth, if she or he has been drinking we would question the value of the observations.

   (Write "has faculties" opposite WHO).

Make the point: these three standards are always vital for assessing whether we will accept an observation or not. (Bring up the question: How do these ideas apply to instruments which measure or make other kinds of observation? Basically, we require they be in good repair and functioning properly.)

Ask the group to apply these tests to the four observers quoted in the tennis story: Beverly, McMann, Thompson and Gray.

You now have on the blackboard.

WHO disinterested
reputation for truth
has faculties

Ask what is the difference between Betty Beverley and McMann? Both appear disinterested, truthful and to have possession of their faculties. The difference you are looking for is that McMann is an expert.

By discussion bring out that we expect experts to
(a) know the field (in this case know the game of tennis) and
(b) be skilled (in this case, at observation).

You now have:
disinterested NON-EXPERT
WHO reputation for truth
has faculties EXPERT . know the field
. skilled

Have the group examine the first statement made by McMann. It refers to his eyes, which in this case are the tools of his trade. Make the point that experts frequently have more refined and sometimes very refined tools or instruments for observation.

That is why the next and all following categories are:

HOW

With experts the tools or instruments they use are vital.
Ask for examples of equipment for observation e.g. stethoscope, microscope, telescope.

Ask the group: if your blood were being examined by a laboratory technician, would you prefer a microscope that enlarges 10X or 1000X?

Extra example:

If astronomers, using the most powerful lens in the world, using radioscope and electronic telescopes, announce that they have discovered a new star and a person who has a telescope set up in the back garden says that he has not noticed anything, whom would you believe? Make the point: with experts, several measures are better than one. Explain this point will be brought up later.

Explain: besides equipment and instruments, experts often have a special process for observation. The most obvious is the experiment.

There are rules for experiments and they must be followed. Most experts follow them because their professional status is ruined if they do not. The rules make sense logically so that the scientist can make reliable observations.

Example

Supposing Dr. Teacher thinks he has developed a splendid new way to teach reading. He tries out his method on a class of 30 six-year olds for 3 months. At the end he tests the class and discovers that reading levels have risen 60%. Dr. Teacher claims that his method is superior to the present method.

Ask:

What is wrong with the logic here?

Some answers are:

We cannot be sure the improvement in reading is due to Dr. T's method. Possibly the group's reading levels would have improved anyway.

How do scores compare with those in the "ordinary" classes. We do not know. Possibly reading scores in the "ordinary" classes improved 70%.

Supposing the ordinary classes improved only 57%. Would you consider that 60% is proof positive that Dr. T's method is superior?

What about chance? Could this have been, by chance, a class of smarter than average children? Dumber than average?

If the next time you try this method you get only 55% improvement what will you think?

Etc.

Another process experts use is sampling. Explain that sampling is a very exact process used in opinion polls.

Ask the group: if there is going to be an election for mayor, would you believe an opinion poll that sampled, that is, asked the opinions, of only people in the most expensive part of town? What about if it only asked the opinion of people in the poorest part of town?

If it only asked people under 35? Only asked men? Only people with an income over $20,000 a year? Make the point that sampling in a very exact science.

Emphasize: Good instruments, scientific experiments, good sampling are only as good as the people who use them.

People must be disinterested. In the case of opinion polls, some polls have a reputation for being well carried out, disinterested and truthful about the results they have, e.g. Gallup polls, N.Y. Times/CBS polls, polls carried out by universities.

Ask: If a person is running for office and his staff conducts a poll showing he will win, how much do you believe this poll?
Why not? (Not disinterested)

Make the point: these techniques (experiment and sampling) are usually known to experts and not the general public.

Scientists can make honest mistakes and they can also fix results. Generally they do not do the latter because other scientists will point them out.

Insist: Always we fall back on the disinterestedness, reliability and well-being of the individual.

Coach should have added the following, under the WHO section.

HOW - accurate instruments of observation
accurate process of observation - experiments
sampling

Take the group to the next important statement by McMann i.e. I sit dead centre.

Write:

WHERE
on the blackboard.

Explain: This means where the observation was made or from where the observation was made.

Clearly McMann or any judge or umpire at a game must be able to see the action.

Start a discussion about where judges or umpires are located in other games:
football
boxing
hockey, etc.

Ask: What would participants think of McMann's decisions if the game had been played in a fog?

After WHERE, write:

WHERE - from where
- a good medium of observation

Make the point that as always there is some reference back and forth within these categories.

"A good medium of observation" could equally refer to any of the elements under "HOW" e.g. microscopes.

WHERE also overlaps to some degree with the next category:

QUALITY

This refers to the reliability of the observation, leaving aside the quality of the observer (WHO section).

For example: Is this a statement of direct observation? Which, of course, means: Did the speaker observe this him/herself?

Example:

> You work in a large institution, say a hospital, where most people eat in an employee's cafeteria. A friend and fellow-worker comes by and tells you that there is meat-loaf for lunch.
>
> Would you be more inclined to believe this if your friend:
>
> (a) worked in reception?
> (b) worked in the kitchen?
> (c) worked in maintenance?
>
> Ask: If you are reading an account of some historical event, would you be more inclined to believe an account that began: "They say..." or "I saw..."?

Make the point: there are times when being in the centre of things can obscure a person's ability to observe usefully.

Example:

> There is a civil war raging in a small country. Fighting is going on in the capital. On TV you see a reporter speaking from a hotel in the centre of town where he is pinned down with all the other reporters by a battle. The reporter states, and you can see, that the fighting is intense but no one knows which side is winning.

The value of this kind of reporting is not high although you are getting first-hand observation.

A reporter in the capital of a neighbouring country may be able to give a fuller description of what is happening. He or she would be able to interview refugees, travellers, etc. who might come from all over the country. From what the direct observers say, the reporter could put together a picture of what is happening even though he or she only has direct observation of what direct observers say e.g. "Loyalist refugees state that rebel forces are in control of the provincial capital".

State: This brings us to the next element of QUALITY: the observation is confirmed by other people or by other techniques.

In the example above several people have confirmed each other's stories. One direct observation is valuable, but there is always the possibility that the observer is not disinterested, reliable or was not in a position to make an accurate observation. His or her experience may have been unusual. The likelihood of an observation being untrue decreases as it is more frequently confirmed.

Explain: An observation could be from a technique and is a better quality observation if several techniques confirm each other.

Ask for examples. (e.g. A doctor may run several tests before diagnosing).

Ask: In the story about the tennis match, were McMann's observations confirmed? (No. This is the whole point of the story). Did other observers confirm each other's observations? (Yes). Whose observation do the class believe? Why?

Another way of judging the QUALITY of an observation is whether or not it is confirmable. Ask the class to give examples of observations that cannot be confirmed. e.g. Citings of ghosts or UFOs are often reported, but we cannot go back in time to confirm them. This is not to say that the observation is untrue. But as it cannot be confirmed, a critical thinker will hesitate to believe it. There is a reason why there are often several judges of a sporting event.

Ask the class if anyone thinks that experiments are confirmable. Explain, if necessary, that the thinking behind the plans for experiments insists that anyone could repeat the experiment. Being repeatable makes the experiment confirmable.

Write:

QUALITY - direct observation
- confirm
- confirmable

Go on to:

WHEN

Explain that, like WHERE and QUALITY, this is another HOW category. Ask the group how it thinks this idea applies to the value of an observation. Clearly, the nearer in time to an event an observation is made, the more accurate it is likely to be - always supposing the observer fulfils the first 3 WHO. As time passes, memory is likely to become inaccurate.

Ask: WHEN did McMann make his observation of the tennis game? How reliable would his judging have been if he had waited until after the game to make a decision about each play?

If the group seems interested, point out that WHEN is particularly important if we are studying historical events or the customs of previous ages. This is one reason people study to translate ancient languages. These writings give an accurate account of the life of the times because of WHEN they were written. If there is no written account of an event we may try to figure out what happened from the remains of an event (e.g. digging up old weapons on a presumed battlefield) but we are still left in doubt about a great deal.

Ask the group for suggestions of historical events and what kind of observation they would accept as valid) pictographs, legends, newspaper accounts, photographs, etc.)

Tell the group that the next category is:

WHY

It makes a circle to join the very first category.

WHY is this observation being made?

Ask the participants if they can see how this question is related to the first category of WHO; is the observer disinterested?

WHY do they think the story about the tennis game was written and printed? Would the Sports Page editor have preferred this story over one where there was no controversy about the victory?

Ask the group to give opinions about WHY the following collection of observations might be made:

The results of a study concerning the effects of smoking in pregnant women and birth defects in babies.

Television coverage of the Grey Cup Game.

The New Testament.

A newspaper story about the number of Soviet casualties in Afghanistan.

Observations supporting the "Big Bang" theory of the origins of the universe.

Ask: How often is the person or agent of an observation completely disinterested?

Have some discussion about this idea. A camera, for example, is a disinterested agent but it shows what whoever uses it chooses it should show.

Are there any safeguards which help to insure an observer will try to overcome the interest s/he may have in the observation?

Reliability as a witness (reputation for speaking the truth)
Reputation as an expert (ask for examples)
Professional reputation
Logic of experiment design
Fact that other people will describe the same event
Publishing accurate measures, statistics, etc.

Ask: How can an individual deal with the WHY of an observation?

It is another element such as HOW, WHERE, etc. that one must take into account in deciding how valid or truthful the observations are. There is always a WHY, but the WHY does not always mean the observations are untrue or unreliable.

If necessary make the promise that this lesson is not about any of the many forms that fiction takes: novels, poetry, movies, T.V. sitcoms, etc.

What your schema should look like is demonstrated in Appendix B.

Tell the group that they are not expected to memorize the schema but naturally they should be alert to these factors when they encounter observations and claims in whatever form. Explain that not every category applies in every set of observations.

B Start using the practice materials in Appendix C

Read the clipping: CONSUL DENIES, etc. to the group or hand out copies, or do both.

First, ask for initial reactions concerning its accuracy or truthfulness. Then point to the schema and ask for justifications, mainly: WHO. Apply this category to both the reporter and the Consul-General. Apply the WHY category: does the reason WHY render the observations invalid? As a point of interest ask: Does what the Consul-General says make sense?

Have the group use the schema for other practice materials:
the videotape YOU WERE THERE (Is the professor disinterested?)

the clipping
from The Globe and Mail: TIPPLING WEEDS SPRING INTO ACTION
(can the information be confirmed?)

the advertisement for FLU-AWAY (How about those laboratory researchers? Were they disinterested? Who paid them?)

C Let the group put the following expressions in order of credibility.

Usually reliable sources state...
Informed sources state...
Sources close to the President state...
Rumour is that
Eye-witness accounts state that
Spokesmen for the President state
Documents leaked to the press reveal...

Skill Application

Have the group break up into dyads.

Explain that each couple is to make up an observation, that is, a newspaper article, an advertisement, a verbal account, in the form of a conversation, a T.V. announcement, in fact, any form of communication and may choose any topic. (See list below).

Following the schema outlined they are to make sure the communication is defective in some respect e.g. the individual reporting or reported upon is not disinterested, the means of observation are unreliable, it is impossible to confirm the information, etc. Other members of the group are then to decide where the omission or error occurs.

(In this exercise the audience may well pick out unintentional omissions. This is all good practice. Coach should make sure that the people presenting are not made to feel stupid. Make remarks like: Well, George and Cindy haven't been hired by The New York Times yet, or

Even Water Cronkite (or some local anchor person) could have made a mistake like that, or

Did you leave that out on purpose? Advertisers often do.)

It is possible that this project may take an entire session to complete.

Remind participants that they may treat their topic in any way and from any angle they decide upon.

A war breaking out between two small nations.

A beauty lotion.

Man bites dog.

J.N. MacKenzie has been named vice-president in charge of sales.

Leader of prisoners holding guards hostage state prison sanitary conditions must improve.

Vitamin B is good for the nerves.

Man hijacks plane to Bermuda.

Stress is the big killer.

A one billion dollar shopping centre is to be created in the suburbs.

Last year City Hall paid $75,000.00 for plants it never used.

New boxing champion is modest about his victory.

Mexico is a splendid place for a vacation.

Large companies teaching relaxation techniques to top executives.

Unemployment Insurance Benefits to be extended.

Tell participants that you are going to ask a series of questions about assessing observations, most frequently in specialized fields. They are to answer each question in terms of the Rules for Assessing Observations (Choose 10).

(1) Why do many sporting activities require more than one judge or umpire?

(2) Why, in a courtroom trial, are people put under oath?

(3) Why is hear-say evidence not permitted in court?

(4) In a baseball game, why is there an umpire on first base?

(5) Why is a wife not allowed to testify against her husband (except in divorce cases)?

(6) If a psychologist were describing an experiment, why would she or he describe the subjects who participated in it?

(7) Why is an expert opinion valuable?

(8) If two cars crash, why is an eyewitness account by a third person valuable?

(9) Why do scientists describe every aspect of their experiments when publishing results?

(10) Why do scientists publish the statistics on which they base their conclusions?

(11) Why do people interested in history study ancient documents which are difficult to read?

(12) What is the value to a coach of a videotape of another team in action? Of his/her own team in action?

(13) Why might we sometimes not accept an account written at the time an historical event occurred?

(14) Supposing a flyer were pushed into your mail slot telling you to vote for one person in the next election. Of all the rules for assessing observation, which would influence you the most in reading what is written on the flyer?

(15) Why do newspapers employ foreign correspondents?

Evaluation

Ask the group to share their opinions about whether they think this lesson has made them more alert about the information they encounter?

What do they think are the most important standards for evaluating observation? Does the importance vary with the type of observation?

By definition, a rumour has not been shown to be true or false. Is there a good way of checking on the truthfulness of a rumour? Is a rumour an observation?

How useful is it to be able to judge the reliability of accounts of observation that come your way?

When you make this judgement, are you making it on the basis of evidence or opinions or both?

Appendix A MARK TWAIN

From time to time I had amused myself by writing letters to the Territorial Enterprise in Virginia City, the chief paper in the Territory. I was always surprised when they appeared in print and my good opinion of the editors steadily declined. Presently, an offer arrived to come up to Virginia and work for the Enterprise for $25.00 a week. I took it.

I did not often meddle in politics. We had a political editor who was already excellent and needed only a term or two in the penitentiary to be perfect. But, occasionally, I was sent down to Carson City to cover the insurrections in our Territorial legislature. This was during the time of the great silver boom and I think I can say, and say with pride, that we had a legislature which brought higher prices than any in the world. One of our most prominent men down there got a bill passed to pay for a ten thousand dollar agricultural fair to show off forty dollars' worth of pumpkins. Grown on his brother's farm. He showed promise in a political way and would have got a reputation and gone to Washington, if he had lived. He was shot by some friends of his over a small difference of opinion. I bore him no malice. I would send him a fan if I could. I did not attend his funeral; but I wrote a very nice letter saying that I approved of it.

While I was there in Virginia City the great humorist Artemus Ward came for a lecture. I had heard of him but I had never seen him before. I was asked to have breakfast with him and get an interview. Now it was almost religion, there in the silver mines, to have some whiskey before breakfast, to wake up the blood and start it circulating. Artemus, with the true cosmopolitan instinct, always went along with the customs of the country he was in, so he had three. I said I would rather not have any; I was anxious to interview Artemus Ward and get all my facts straight, but he gently insisted and I drank it down, feeling that I was doing something I might be sorry for.

Artemus dropped an unimportant remark or two, and then assumed a look of superhuman earnestness, and made the following astounding speech:

"Now there is one thing I ought to ask you about before I forget it. You have been here in Silverland - here in Nevada - two or three years and, of course your position on the daily newspaper has made it necessary for you to go down in the mines and examine them carefully in detail, and therefore you know all about the silver-mining business. Now, what I want to get at is-is, well, the way the deposits of ore are made, you know. For instance. Now, as I understand it, the vein which contains the silver is sandwiched in between casings of granite, and runs along the ground, and sticks up like a curbstone. Well, take a vein forty feet thick, for example, or eighty, for that matter, or even a hundred - say you go down on it with a shaft, straight down, you know, or with what you call "incline," maybe you go down five hundred feet, or maybe you don't go down but two hundred - anyway you go down, and all the time this vein grows narrower, when the casings come nearer or approach each other, you may say - that is, when they do approach, which, of course, they don't always do, particularly in cases where the nature of the formation is such that they stand apart wider than they otherwise would, and which geology has failed to account for, although everything in that science goes to prove that, all things being equal, it would if it did not, or would not certainly if it did, and then, of course, they are. Don't you think it is?"

"I-I-that is - if you don't mind, would you - would you say that over again?"

"Oh, certainly, certainly! You see, I am very unfamiliar with the subject, and perhaps I don't present my case clearly ..."

"No, no-no, no-you state it plain enough, but that whiskey has muddled me a little. No, I do understand you, but I would get the hang of it better if you went over it again. I'll pay better attention this time."

"What I was after was this. This vein, or lode, or ledge, or whatever you call it, runs along between two layers of granite, just the same as if it were a sandwich. Very well. Now suppose you go down on that - say a thousand feet, or maybe twelve hundred, it don't really matter - before you drift; and then you start your drifts, some of them across the ledge and others along the length of it, where the sulphurets - I believe they call them sulphurets; though why they should, considering that so far as I can see the main dependence of a miner does not so lie, as some suppose, but in which it cannot be successfully maintained, in which the same should not continue, while part and parcel of the same ore - not committed to either in the sense referred to - whereas under different circumstances the most inexperienced among us could not detect it, if it were, or might overlook it, if it did, or scorn the whole idea of such a thing, even though it were demonstrated as such. Am I right?"

"I feel ashamed of myself, Mr. Ward. I know I ought to understand you, perfectly well, but the whiskey has got into my head, and now I can't understand even the simplest proposition. I told you how it would be."

"Oh, don't mind it, don't mind it; it's my own fault, no doubt - though I did think it clear enough for..."

"Clear! Why, listen, you stated it as clear as the sun to anybody but an abject idiot; but it's that confounded whiskey that's played all the mischief."

"No, now don't say that. I'll begin it all over again..."

"No, don't-don't do anything of the kind, please, because I tell you my head is in such a condition that I don't believe I could understand the most trifling question a man could ask me."

"Now don't you be afraid. I'll put it so plain this time that you can't help but get the hang of it. We'll begin at the very beginning."

I made up my mind I'd understand him this time or turn myself in to the asylum.

"You know the vein, the ledge, the thing that contains the metal, whereby it constitutes the medium between all other forces, whether of present or remote agencies, so brought to bear in favor of the former against the latter, or the latter against the former or all, or both, or comprising the relative differences existing within the radium whence culminate the several degrees of similarity to which ..."

"Oh, hand my wooden head, it ain't any use! - it ain't any use to try - I can't understand anything. The plainer you get it the more I can't get the hang of it."

By noon I had heard that story nine or ten more times and had I don't know how many drinks and was on the edge of delirium tremens. They put me to bed, with a wet rag around my head; and it seemed to me that as Artemus closed the door I heard him sobbing, but I couldn't be sure. I never touched liquor for three days. Then I found I'd been sold.

Artemus Ward was one of the best fellows in the world, and one of the most companionable. It's been said that he was not fluent in conversation, but I differ.

From: Holbrook, H., Mark Twain Tonight, Ives Washborn, Inc., New York, 1959, pp. 124 - 128.

Appendix B SCHEMA OF RULES FOR ASSESSING OBSERVATION

WHO
- disinterested
- reputation for truth
- has faculties
  - NON-EXPERT
  - EXPERT
    - know the field
    - skilled

HOW - accurate instruments of observation
- accurate process of observation
  - experiments
  - sampling

WHERE - from where
- good medium of observation

QUALITY - direct observation
- confirmed
- confirmable

WHEN

WHY

1. CONSUL DENIES HE IS DISCRIMINATING AGAINST PICKETERS

by Gloria Mendoza

The Consul-General of the Central American country of San Martes denied today that he is refusing visas to ex-San Marteans who wish to visit their country of birth.

He was grim as he looked out on the people picketing his office demanding democratic government for San Martes. Many of them wore paper bags over their heads.

He conceded that it was very disagreeable to have people picketing his office. "And it is quite unnecessary as the junta now ruling San Martes is anxious to return the country to full democracy as soon as we have rid ourselves of these dissident elements", stated Senor Ricardo Alvarez de Quesada, Consul-General for San Martes in Toronto.

"But, of course, it is ridiculous to suggest that I would refuse visas to ex-San Marteans for any reason unless they have a criminal record in your country", he continued.

Senor Alvarez is closely tied to the present government as his uncle, Generalissino Arturs Alvarez de Gonzales, is the man who led the coup last May which toppled the democratically elected government of President Hernado Prado. Canada has offered asylum to many political refugees from the present brutal dictatorship of Generalissimo Alvarez. These refugees have swelled the ex-San-Martean community in Toronto, most of whose members are now Canadian citizens.

Senor Alvarez admitted that the Consulate has issued fewer visas than usual lately. "This is partly because this is not the high season for tourists. But in addition," he said, scowling at the demonstrators," I don't see how anyone can expect me to issue visas to people who are going to start a civil war."

2. YOU WERE THERE

Announcer

Good Evening Viewers! Tonight "You Were There" is taking you to the site of an archaeological dig. Famed archaeologist Dr. Otto Werner and his associates have initiated a new "dig". Dr. Werner has agreed to talk to Tom Lee from "You Were There". Over to you, Tom.

Tom (with microphone exotic background)

Thank you! I'm standing here in this ancient land where men are busy digging up the past. With me is Dr. Otto Werner who is in charge of the dig.

Dr. Werner, is it true that you and your colleagues have discovered a new civilization here?

Werner No. We have not discovered a new civilization, but we do think we have come across the remains of an ancient people whose existence we have only previously suspected.

Tom With their own civilization? An ancient one, not a new one?

Werner As you say. There are indications that these people had a civilization different from the others in this area. There are also indications that they shared some characteristics with other nearby people.

Tom What are the outstanding marks of this civilization?

Werner Judging by the tools we've found this was a farming and fishing people.

Tom Fishing?

Werner Yes. We have to suppose that the river was much wider and deeper in those days.

Tom You suppose?

Werner In fact, we know from geological studies that the river was much larger until about two thousand years ago. So we can guess that this civilization existed before 2,000 years ago.

Tom Do you have to guess?

Werner For the moment, yes. In fact there exist very precise means of dating various materials, and we will soon know exactly when this civilization flourished. But the depth at which we found the artifacts also suggests longer ago than 2,000 years.

Tom Could you show our viewers one of the artifacts you have discovered?

Werner Yes. I've brought this silver cup which was probably used in religious ceremonies. (shows cup).

Tom What makes you think that it was used in religious ceremonies?

Werner We have several indications. But also I'm cheating. You see the design or, rather, the engraving on this cup? It shows a person, probably a priest, carrying this cup in a procession.

We have come across no other silver that these people owned. Usually, if there is very little precious metal in a society, what there is is used for religious matters. So the evidence is indirect but I'm betting we're right.

Tom Wouldn't it be helpful if you came across something written at the time?

Werner (Laughing) Oh, of course. It would be extremely helpful. But until we do, we have to depend upon corroborative evidence such as I have mentioned.

Tom Would you say this was a wealthy society?

Werner Not so wealthy as many. As I said, there is very little indication of precious metals or germs which you would normally expect in a society you would call "wealthy". We have found some very beautifully painted pots, and we've come across some excellent wood-carving. This would suggest that there was sufficient time free from gaining a living, enough leisure to allow the development of the arts. That is one of the signs of a civilization as opposed simply to a tribe or a society. It suggests that the land and the river provided at least a comfortable living for most people.

Tom Would everyone agree with you in your definition of a "civilization"?

Werner I'm afraid not. Many of my colleagues would not agree, and you can easily come across other ideas about what the word "civilization" means. So there is no point in my pretending I have cornered the market. Some people would claim I have to find a city. But I don't think so. Frankly I feel quite comfortable in stating that what we have here is a separate civilization. The work here represents an important new find.

Tom Thank you, Dr. Werner.

3. From the Globe and Mail, Sept. 1, 1980

IN BRIEF

Tippling weeds spring into action

Experiments conducted by the U.S. Department of Agriculture show that alcohol sprayed on a farm field can induce all the weed seeds in the ground to germinate at once. Applied a month before the growing season, the treatment forces the weeds to sprout so they can be removed before planting, Omni magazine reports.

An acre of soil has up to 100 million weed seeds. The treatment, which costs about $160 an acre, can keep weeds from reducing yields for several years, researchers at the Agriculture Department's Beltsville, Md. test farm say. A solution of 6 per cent ethyl alcohol is used, about the same concentration that is in beer. Such methods were used in the 1930s to produce tree blossoms for spring flower shows, but the application to farming is apparently a new idea.

It is not clear why alcohol causes the germination, but researcher R.B. Taylorson says he believes it has to do with alcohol's anesthetic qualities, "not its inebriating qualities."

4. Advertisement

MAKE YOUR COLD FLY-AWAY

WITH

FLU-AWAY

Flu-Away is the new cold medicine from Downing Laboratories.

Clinical tests made in our own laboratories have shown that Flu-away is 23% more effective in relieving nasal congestion than the other leading cold remedy.

You can't argue with science.

If you are suffering from flu or a bad cold, get 23% more relief. Take Flu-away and feel better.

CRITICAL THINKING ASSUMPTIONS AND INFERENCES

Overview

This is another lesson in critical thinking and the first of two to do with assumptions. The lesson also includes the topic of inferences, and participants are made aware that logically there is a difference between the two, but practically the difference is not important.

Participants are therefore introduced to the idea of assumptions and inferences. This idea is removed from the strict realm of philosophy when it is made clear to participants that they must apprehend the meaning of what is being said so that they will not act against their own best interests. This idea will be given more emphasis in the next lesson where there will be practice examples of assumptions with practical and moral implications.

This lesson concerns itself with showing the group how to find the assumptions implicit in a statement. Participants first spend some time distinguishing assumptions which are actually implicit in the text, that is, "Made" and assumptions which are suggested but "Not Made". In the end of the teaching part of the lesson, participants are given practice in deciding 1. whether they agree with the assumption(s) 2. whether the assumption(s) is(are) in accord with reality, and 3. whether the assumption(s) contradict each other or contain illogicalities. For practical reasons the "Stimulus" and "Evocation" sections are combined.

Resources

- Flip charts and felt pens
- Box and slips of paper with the statements written on them for Skill Applications A and B
- Slips of paper with conflicting assumptions written on them as Skill Application B

Objectives

By the end of the lesson participants will be able:

1. being given a statement, to state an assumption behind it
2. being given a statement, to indicate whether the assumptions accord with reality and/or are illogical or contradictory
3. being given an assumption, to think of several statements that support it.

Stimulus/Evocation

Tell the group that this is another lesson in critical thinking. This lesson is about a subject called Assumption Recognition. Bring up the question of what an assumption is. Give an example:

> Willie Jones is a fifteen year old, Grade 10 student who spent Saturday night breaking the windows in his high school. His mother's assumption is that he is a crazy, mixed-up kid.

His father's assumption is that boys will be boys. His principal's assumption is that there are too many boys like Willie about and that the school is better off without them. The police's assumptions are that public property must be protected, and wrong doers must be discouraged.

Now explain: an assumption is a basic position from which other ideas flow:

1. It is rarely stated, and for our purposes, never stated.
2. It is a sort of taking-for-granted that an idea is true, or this is how things are, no argument.

Make the point: The "no argument" part is important. Very often if you get people to state their basic assumptions, they will turn out to be "Personal Claims", that is, they are opinions or values. Explain this is not always the case, but it frequently is.

From the point of view of this lesson, we are concerned with figuring out what assumptions are by listening to the arguments or statements.

It is clear that if Willie's mother were to discuss Willie's activities with his high school principal, neither of them is going to get anywhere because they are arguing from different assumptions.

Bring up the topic of how to figure out what the assumption(s) is or are. You have to use a kind of reasoning called "inferring". This is a ninety-five cent word for something we all do. Participants have to learn it because it names another kind of idea which is very close to an assumption. Inferring is reasoning, and it is logical, but it is not the same kind of logic as:

> "If I have $5 and I spend $2 for lunch, I will have $3 left" where no other answer is possible.

It is helpful to think of inferring as "leading you to understand". The following phrase is helpful in understanding the process called inferring:

> "This leads me to believe..."

Let us suppose that we can overhear Willie's parents discussing Willie's behaviour:

Father: Oh! For crying out loud! All boys his age do things like that. It's normal.

Mother: Normal? Of course it isn't normal. You don't spend enough time at home. You're always at work. That poor boy will do anything, anything to get your attention - even become delinquent!

Even if we did not know what their assumptions were, we could infer them from this conversation.

Make the point: Inferring is tied to what is said; you cannot go beyond it. If you do, you are imagining or being creative or using fantasy. For example, you might say:

The Expos ought to hire Pete Rose.

Reasonable assumptions behind this statement are:

- Pete Rose is the best baseball player available.
- The Expos ought to hire the best baseball players available.

You can write this down in a very tight, logical way:

Assumption: The Expos ought to hire the best baseball players available.
Assumption: Pete Rose is the best baseball player available.
Conclusion: The Expos ought to hire Pete Rose.
... which is very logical provided you accept the assumptions.

Make the point: This is not the same as: The Expos ought to hire Pete Rose and then would it be wonderful if they won the Pennant and just think of all the excitement... which is fantasy and O.K., but not what this lesson is about.

Tell the group: So far we've been inferring backwards to the assumptions. You can also infer from what a person says that such and such is the case it follows. You are inferring forward as it were. And these assumptions are called inferences.

Example: If someone says: "Trapping animals ought to be stopped because it is cruel", you infer to the assumption: People ought not to be cruel to animals. You can also infer forward to: This person thinks people ought not to wear fur coats.

Use the conversation between Willie's parents again, especially what his mother says:

> "You don't spend enough time at home. You're always at work. That poor boy will do anything, anything to get your attention, etc."

Ask the group: Can anyone infer forward from what Willie's mother says?
Can anyone infer backward to another assumption?

Answer: Other assumptions might be:

- It is not Willie's fault; it is his father's.
- Willie's mother wishes his father would spend more time at home (Inference).

It is not logically possible to go further than this.

The moment you start saying things like: "This marriage is headed for the rocks," or "His parents are always fighting", you are imagining or guessing. You may be right, but you are going beyond what is stated, and you are no longer inferring.

Support the group: Once you start inferring, it is sometimes difficult to know whether you are inferring backward to an assumption or forward to an inference.

Example: If you are in a theatre and a man yells "Fire!" you would infer that he thinks you ought to get out as quickly as possible. Is this an assumption or an inference? Does it matter?

And this is why in this lesson we are calling all the results of inferring "Assumptions" even though people who spend all their time with Critical Thinking would not agree and be correct in not agreeing.

Now come to the point. We have been inferring backwards and forwards from statements. Sometimes we have to do this from actions. e.g. You are walking along, downtown, and you come to a sign that says: Caution. Construction overhead!

Ask: What are the assumptions you would make about why that sign was put up?

Answers: e.g. There is some construction going on overhead.
Workmen sometimes drop things.
It is better to walk on the other side of the street.

Ask the group: Would these assumptions affect what you do?

Emphasize: Inferring is not so water-tight as some forms of critical thinking. Your inferring may be reasonable, but it is always possible that the construction was finished weeks ago and the authorities simply failed to take down the sign.

Tell the group: Now that it has been explained how to recognize an assumption and what an assumption is, it is perfectly reasonable to ask: Why learn this? What use is it?

Make the point: The main reason you want to figure out what the assumptions are is to make sure they are realistic and logical. This way you can make sure you are acting in your own best interests, and you do not get involved in something you do not agree with.

Examples:

1. During World War II thousands of Germans carried out atrocities against the Jewish people because they unthinkingly accepted Hitler's assumption that the Germans were a master race and the Jews were inferior people.
2. Women spend billions of dollars on cosmetics every year as a result of advertising. It can be reasonably argued that the assumption behind this advertising is: You are ugly (but if you use our product you will be beautiful).

3. Men buy certain brands of beer because they accept the assumption behind the TV commercial that this kind of beer will turn them into a rugged masculine type with a lot of rugged, masculine friends.

Ask: Would you be willing to accept these assumptions?
What is the matter with them?

Ask: If your foreman told you to do something, why would you do it?
What would your assumption be about what would happen if you did not do it?

Ask: A friend asks you to play poker with him. You accept on the assumption that there will be a fairly low limit, say one dollar. Then he tells you that the last time he played he won six hundred dollars. Will your assumption change? Are you going to play poker with him?

The next advantage of knowing about assumptions is that it helps you to be a consistent and logical person. Let us suppose you are a parent. One of your assumptions is that children ought to eat a nourishing, well-balanced diet. Logically, you cannot then blow your entire week's pay on alcohol or a down-payment on a car without producing a kind of internal discomfort called dissonance. You cannot logically tell your child that playing is more important than winning and then teach the kid how to cheat.

Sum up: the purpose of this lesson is to help participants understand what a statement means in addition to what it says. Tell the group that by the end of the lesson they will be able:

1. given a statement, to express an assumption behind it.
2. given a statement, to state whether (and how) the assumptions contradict each other, are illogical or are not realistic, and/
3. given an assumption, be able to infer (reason out) some arguments that might flow from it.

Tell the group that this lesson gives practice in finding assumptions. In the next lesson there will be much more practice in figuring out whether an assumption is going to put the participant where s/he wants to be or not.

Skill Practice

A. Have group members, each in turn, state an assumption behind these statements:

Anyone who works here must be able to type at least 70 words a minute with no mistakes.

This system ensures that everyone earns the same amount.

Considering they are only in their teens, those young people are allowed to say far too much.

If you have grips on the soles of your boots, you need not be afraid when you go out in the winter.

Everyone ought to have a hot lunch.

Nobody with such an untidy desk can do a good job.

He will never be a success while he keeps such terrible hours.

She is bound to make it big in TV because she is so beautiful.

Why have you never thought of joining the RCMP? The perfect job for you. You are the right height.

B. Ask each participant in turn to choose (from a box) one of the following statements. Each should say whether the assumption(s) hold up or not.

She was so attractive there wasn't a man at the party who dared get near her.

Save $35! Put money in your pocket. Buy our new food-processor and save $35 from the regular price!

For adventure and fun, join the Canadian Armed Forces.

Some people are more equal than others.

Lose 5 lbs a week without diet, drugs or exercise.

Use Nu-Shampu and get rid of dry, lifeless hair.

Of course, it's safe to skate on the ice! Just don't press to hard.

I'm gonna make you an offer you can't refuse.

I'm not greedy. It's just that I like a lot.

The religious person can forgive wrong doing.

A pound of feathers weighs less than a pound of nails.

The only way we can save this country is if we impose democratic government.

There ought to be a law that husbands and wives love each other.

I have to have a budget that allows me to break it.

Luxury is one of life's necessities.

Of course, you should have another drink.

This cheese cake contains only 700 teeny-weeny calories.

C. Divide the group into two teams. Have two participants think of statements or assertions that flow logically from the following, conflicting assumptions. (If you can arrange a five-minute debate that is a plus.)

Our policemen should have more education so they can fulfil their duties better.

Our policemen need very little education to fulfil their duties.

(Have each draw his/her "assumption" from a box.)

Other participants are to guess the assumption.

Also the following:

Children should be seen and not heard.
Children should be allowed to express themselves freely.

It's not whether you win or lose, it's how you play the game.
Losing is useless.

You should take Unemployment Insurance if you cannot find work exactly to your liking.
You should accept any job rather than take Unemployment Insurance.

Consideration for others is a necessity.
Politeness is wasted nowadays.

Alcohol causes much human misery.
Life is so terrible you can't blame people for taking a drink.

Skill Practice/Objective Inquiry

A. Tell the participants that they will now start practising assessing the assumptions behind a statement. Emphasize that the assumptions are not expressed; they are ideas which give rise to the expressed ideas, spoken or written. Remind students again that they will have to reason or infer to know what the assumptions are. If you like: once more, indicate that the ability to use critical thinking is important.

In the examples that follow, participants can discover for themselves just why examining assumptions is important or the dangers of not examining the assumptions behind a statement. Explain: The first example is straightforward and uncomplicated. Participants will simply examine which assumptions are made and which are not made.

Read the following passage to the participants and if you like, hand out copies of the statement.

> There is no reason why the Expos cannot win the pennant. You can only get to the top if you have first-class players. We need more players like Palmer. At 22, he is well on his way to becoming one of the great, legendary pitchers of baseball fame. Carter, voted the Expos' most useful player, is another example of the sort of player the team needs. A team is only as good as the players on it. Remember. You can't make a silk purse out of a sow's ear.

Next: propose the following assumptions and ask which ones are made by the paragraph and which are not:

> A Canadian team is as capable of winning the pennant as an American team. (Made)
>
> A good baseball player has to be young. (Not Made)
>
> Having a good coach is not so important as having good players. (Made)
>
> Team spirit is very important in order to win (Not Made)
>
> It is best if players are young. (Not Made)
>
> A coach cannot make poor players into a good team. (Made)
>
> A coach cannot improve the play of any member on his team. (Made)

Ask for other assumptions group members may wish to add. Allow a four or five minute discussion about whether group members agree with this point of view. The purpose of this discussion, which the coach should afterwards emphasize, is that this is a point of view, the speaker seems to believe what s/he is saying. The assumptions are fairly obvious and the reader can agree or not. No action is required from the reader even if s/he disagrees. This is the main point to make. Ask for a different assumption one might have toward

1. team sports, and
2. the rôle of the coach.

Work on the next example.

> My marriage to George is perfect! That man is a saint! Never a cross word! He is generous and open-handed. The money that man gives to charity you wouldn't believe! Never denies me anything although he does think giving to the poor is more important. But I am the apple of his eye. And if we do quarrel, he's the first to make up. With George, I never have a moment's unhappiness.

Ask the participants for assumptions and, if necessary, help them to put them together from what is said e.g.:

George and I never quarrel.
Sometimes George and I quarrel.

This can be made into the assumption: It is possible to quarrel without saying a cross word.

George and I never quarrel.
Sometimes we have to make up.

Can be made into: It is possible never to quarrel and sometimes still have to "make up".

The most important thing is that participants perceive the illogicalities. Putting them into assumptions helps bring matters more clearly into focus.

Accept suggestions from participants with the critical evaluation of the group. Give preference to real assumptions but allow sentences that are a more flat-footed re-shaping of the statement. e.g.: It would be impossible to improve upon George - a re-shaping of "George is a saint", and "It is possible to have a perfect marriage", an assumption which is prior to "My marriage to George is perfect".

If the group does not do so, propose some "Not Made" or "Doubtful" assumptions, e.g.:

George is a superb lover.
George is honest.
I am the happiest woman in the world.

If "Not Made" assumptions are suggested, take the opportunity to point out how easy it is to be misled by the gist of the statement. Ask the group to consider whether this individual is purposely trying to deceive. If so, whom is she trying to deceive?

Ask for other assumptions such as:

It is possible to have a perfect marriage.
Some people are saints.
It is possible to quarrel without saying a cross word.
It is possible never to quarrel and sometimes to have to "make up".
Saints are sometimes in doubt about which is the best place to put their money.
A perfect person (or saint) is someone who gives to charity, indulges his wife and always makes up first after a quarrel.

Accept inferences such as:

George is sometimes in conflict about whether to give his money to charity or to me.
George buys me everything I want, etc.

Point out to the group that members have had practise in finding assumptions and sharpening their wits.

Remind the group that in the previous example members had only to decide if they agreed or disagreed. In this case, they should consider not simply:

1. Do I agree?

but also

2. Are these assumptions realistic? Do they fit in with my experience? (Have I ever known a saint?) Are they probable? Possible?

and, more precisely,

3. Are they logical? Do the assumptions contain contradictions?

Once again, this has been little more than a mental exercise. Point out: The listener may come to all sorts of conclusions about the speaker, whether she makes sense, the character of George, etc. but this is all quite impersonal, that is: you are not involved.

Make the point: The question of assumptions becomes much more pressing if there is a suggestion of some activity on your part. It is then that the participant must decide what actions are in his/her own best interests.

Explain that advertisements or commercials are being used as examples because the participant has much more room to decide whether she or he will take action. But in situations such as that with the foreman, mentioned earlier, in fact the participant has not much leeway for hesitation.

Give the following example.

> On a local TV or radio station you hear the following commercial: For great buys on the latest model cars, drive to our car lot on the edge of town and pick out the car that suits you.

Point out that this is a fairly straightforward commercial. Ask for assumptions. Start off the list, if necessary.

e.g. You are in the market for a car.
You have the money to buy a new car.
You can drive to their car lot.
This company has the car which suits you.
You will get your car for less at this firm that at any other.

Accept any others that seem logical.

Then take the group through the testing questions:

1. Do I agree? This announcement is not an expression of opinion so this test does not apply.

2. Do these assumptions test out realistically?
   Do they fit in with my experience?

If these assumptions match the way things are for you, then you might logically drive to their car lot and buy a car. You would be acting in your own interests to do so.

If the assumptions do not match the way things are for you realistically, e.g. You have not the money for a new car, or if the assumptions do not match you experience, e.g. You have heard from someone you trust that these people do not have the best deals in town, then, obviously it is in your best interests to stay at home.

3. These claims are not impossible, or illogical.

Propose the following commercial to the group.

> Drink Old Praguer, the beer of friendship! Wherever good friends gather, you'll find Old Praguer doing its thing! Making sure the party goes with a swing! Bringing people closer together! Helping out when tempers flare! That's Old Praguer. Some people spell it L-O-V-E.

Tell the group: This time you are going to propose the assumptions and participants are to say whether the assumption is Made or Not Made.

It is possible to confuse beer with love.	(Made)
Old Praguer beer will make you popular.	(Not Made)
It is impossible for good friends to gather without Old Praguer.	(Made)
Being close to people can be promoted by chemical stimulants.	(Made)
Old Praguer beer helps cement friendships.	(Made)
You ought not to drink Old Praguer by yourself.	(Not Made)
It is possible to replace the United Nations with a beer.	(If you reach for it)
Your party is bound to be a success if you serve Old Praguer.	(Made)
Beer can have a soothing effect on angry people.	(Made)
Old Praguer beer will help you make friends.	(Not Made)
Old Praguer beer tastes good.	(Not Made)

First, have the group look at the "Not Made" assumptions. Are any of them suggested by the general gist of the statement? Does the group think this is a deliberate deception?

1. Is the statement based upon assumption with which people may agree or disagree? (No. This category does not apply)

2. Is the statement based on assumptions which accord with reality, with participants' experience?
   In other words, do participants think the assumptions are true? Are some true and some not?

3. Do the assumptions hang together logically?
Are there any contradictions between the assumptions?

(Old Praguer brings people together, then helps them calm down when they get mad at each other).

Ask: Given that this is a statement which proposes an activity, do participants think they would prefer to buy Old Praguer to any other beer? If they bought it, what expectations would they have?

B. (Strictly optional, for classes that enjoy playing with ideas) Suggest to the group that now they have had some practical experience, it would be a good idea to talk so that they can get their ideas straight.

Ask: Does anyone know the difference between an assumption and an inference? (An assumption is the basis for a remark, an inference flows from it).

Provide the following example and ask the participants to distinguish between assumptions and inferences.

> A special board of inquiry is being set up to inquire into the qualifications of tennis judge, Thomas McMann. This decision by the Canadian Lawn Tennis Association follows complaints from many fans following the Adamson-Thibeault game last Thursday, that McMann had favored Adamson. Ken Mawhinney, speaking for the CLTA, admitted that this was a very unusual step and, in fact, one never previously taken. Mawhinney re-affirmed the Association's faith in McMann. He denied rumors that McMann had been drinking or that he had taken a bribe. "Those are shocking suggestions and we do not believe them to be true", he said. The inquiry will be next Tuesday at 9 a.m. at the Fairview Tennis Club.

Assumptions might be: A board of inquiry will discover the truth.
We need to know the truth about McMann.

An inference might be: The CLTA is seriously worried about McMann.
OR

The CLTA is by no means certain that McMann was not drunk.

Thinking practically and not strictly logically it is easy to see how assumptions and inferences might be interchangeable. In terms of the individual participant, when is it most important to be certain what the assumptions and inferences are? In the example above, for example, the reader may make assumptions or draw inferences but will probably never go beyond thinking: Want to bet McMann was on the sauce?

The following example is different.

> The employer will have to meet our demands! He cannot

> afford to be without our labour for more than 2 days! We are bound to win this skrike! We will not work until our demands are met! Solidarity for ever!

Why is this example different from the one about the tennis judge? The listener is being asked to take action that will affect him/her. Ask: How many participants think it might be a good idea to go on strike? (Take a straight vote; do not allow discussion or some assumptions or inferences may surface.)

Ask for assumptions, e.g.

> When we make demands, the employer must listen.
> We are making demands.
> We are united in this strike action.
> The employer cannot hire anyone but us.

Inferences are:

> The employer is in an uncertain position financially.
> If we push too hard, he is likely to go out of business.

Once more take a vote: How many participants think it would be a good idea to strike?

CRITICAL THINKING: USING ASSUMPTIONS TO DISCOVER VALUES

Overview

In this lesson participants use the ability they have developed in the last lesson to discover assumptions concerning values in certain basic aspects of life. In addition, therefore, to offering more practice in assumption finding, this lesson offers another opportunity for self-articulation. Emphasis is laid upon the expectation of sharp differences and the expression of sharp differences. A new dimension is added to the assumption test of "Do I agree?", when participants are introduced to the Morality/Prudence tests of validity-which are here described as responsibility to others and responsibility to self. Participants are also provided with fundamental morality tests: what would happen if everyone did as I do or plan to do? Would I be willing to live with the result of everyone's behaving as I plan to do? and If I were on the receiving end of my planned behavior, how happy would I be? - although it is naturally acknowledged that these questions will probably be raised by participants in the heat of discussion.

There are no behavioral objectives (although the lesson includes a good deal of activity) since participants are supposed already to know how to arrive at assumptions. It is assumed that participants will become familiar with their own values during the course of the lesson. During the Skill Practice part of their lesson, participants work in "committees" to produce, working from assumptions, a statement on some basic value. Dissenting participants are encouraged to produce their own statement. No emphasis is laid upon prose elegance.

Resources

Blackboard and chalk or
Flip chart and felt pens.
List of Statements as outlined in Skill Practice.
Paper and pencil.
Fake microphone.
Videotape equipment.

Stimulus

Tell the group that they are now going to use their knowledge of how to find assumptions to help increase their knowledge of themselves. By working through statements to discover the assumptions behind them, participants can figure out where they stand on a number of important aspects of life such as work, the family, other people and the community.

Point out that it is perhaps not often that we wonder to ourselves what our feelings are about basic aspects of life and whether our feelings and views have changed. To help participants do this, they will learn two new standards or rules by which to judge assumptions and these are in the highly personal area of "Do I agree with that?" assumption tests.

Explain: These agreements and disagreements, the assumptions participants will decide to accept or reject, are called "values" when they are to do with basic attitudes towards life. Ask participants if they have ever heard remarks such as: He (or she) has the wrong values? Or has his or her values all mixed up? This is the same as criticizing the person's basic (essential, fundamental) attitude toward life. Finding out what values are is bound to bring out many individual differences, and this is one of those lessons where individual differences are especially valued. Because it deals with differences about basic issues, the group can anticipate a good deal of arguing. There are no objectives as in other lessons, but there are graded activities which require increasing knowledge of one's own basic values. Participants will rôle play certain basic values and will act in groups to decide on majority values in different areas. Participants will not be required to make a list or otherwise detail their fundamental values, since it is assumed that the free exchange of opinions will serve to clarify and establish them.

Evocation

Tell the group: Now you know how to find out assumptions, the next thing is to have experience in understanding how they affect people's lives. There are assumptions other people make by which they try to affect our behavior, the actions we take. Sometimes we are not aware of our own assumptions until we run up against other people's assumptions.

In the previous lesson the tests of assumptions were largely very matter-of-fact i.e.

Is that the way things really are?
Is (are) that (those) assumption(s) logical? Do they contradict each other?
Do I agree? (Where the agreeing was to do with fairly matter-of-fact ideas.)

This last kind of question: "Do I agree?" can be to do with very basic feelings or ideas about the way we lead our lives. When these assumptions are expressed, they become Personal claims; they cannot be shown to be true or false for everyone all the time. These assumptions vary from person to person and that is valid, but they are not simply a matter of taste like preferring raspberry jam to strawberry jam. You cannot lead your life according to which flavour of ice cream you prefer.

Ask: Can anyone name an idea which is a basic assumption that could affect how a person behaves? Add a few examples, or use the following to "prime the pump."

Money is the most important thing in life.
Life without friends is not worth living.
The most important thing is to have people like you.

Make the point: There are a lot of ideas like these that affect the way people behave and they are called "values". They are very basic assumptions about what is important or the way life should be led and they are called "values" for the obvious reason that they are what people value in life e.g. money, friendship, popularity, as above.

Ask: Are all values, ideas by which people lead their lives, equally "good"?

Explain: In terms of how we live our lives, there are two broad classes of value assumptions.

Ask: What is the assumption behind the statement.

"It is wrong to tell lies"?

Accept answers such as:

It is dishonest.
You are breaking a trust.
You might cause other people to suffer in some way.
It says in the Bible not to.
You might be found out, etc.
or any others that are offered.

The coach should select (or if necessary, propose) the higher moral level responses to do with trust or causing other people to suffer, i.e. not those that cite an authority (the Bible) or self-interest (you might be found out).

The coach may have to take the assumption to another assumption (subsume) e.g.

People should be able to trust each other, or
It is wrong to cause suffering

Make the point: These are now values and, in one case, a moral principle.

Then ask: What is the assumption behind these statements:

Oh what a tangled web we weave when first we practise to deceive"?

or

"Cheaters never prosper"?

Accept answers such as:
Lying will make your life more difficult, or
Lying will get you into trouble.

Subsume (if necessary) these assumptions to the more basic assumption, or value.

I ought to avoid hurting myself, or
I ought to do what is in my own best interests.

Have the group compare the two values, the ones to do with other people and the ones to do with one's own self-interest.

Ask: What is the basic difference? Bring out: one set of assumptions concerning our behavior and responsibility to other people, the other is to do with our responsibility to ourselves, how we behave in our own best interests.

Ask: In everyday life, which is more important? Does the class think one is more important than the other? Encourage discussion.

Points to make:

*Both are perfectly valid bases for behavior depending on the circumstances.
*Many people cannot act on the basis of their own self-interest if they think they will harm other people, and anyway society (the law) usually takes action against people who harm other people, which means that acting as if you believe the first value automatically involves the second.
*There are plenty of occasions when acting in your own best interests does not involve a decision about harming or helping other people.
*The individual still has to decide in every situation whethe his/her own interests or concern for others should decide behavior.

Remind the group: This lesson helps you find the values you have by examining the assumptions behind what other people say - often when they are trying to influence you. In the course of doing this you will find out what your own assumptions and values are in a number of different situations.

Give an example. Say (something like): here we are going to find out your assumptions and values in a particular situation: the work situation. Ask for assumptions behind the following remarks and encourage discussion:

"At work, do what you have to to keep your job, then leave."
"At work, it is always best to do more than is necessary".

Write the assumptions on a blackboard or flip chart according to whether they are an "others" value claim, i.e. how a person conceives of responsibility and behaviour toward others, e.g.

I don't owe more than I'm paid for, or
It's good to be a "giving" person

...whether they can be judged as "best interests" claims, e.g.

What's in it for me? or
It's the way to get ahead, or
I enjoy work more if I put more into it, or
My leisure activities are much more important to me than work, or
Promotion is/i.e. not important to me

...or, harking back (point out that the following remains a valid test) whether the assumptions can be judged in terms of the ways things are, what is the case, e.g.

Extra effort is always appreciated, vs.
No one will thank you for your extra effort, or
If you produce more, they'll expect it every time, or
People will take advantage of you or
Studies show that people who do more than they have to get promoted.

It may be necessary to "subsume" or press for an assumption behind an assumption in order to put the statement in the correct category. e.g.: "Let the people who make the money do the work" might resolve itself into "I don't want more responsibility", or "Responsibility is a drag", which is an "others" assumption.

Or, it might resolve itself into: "It isn't possible for me to make more money, get ahead, etc" which is a "the way things are" (literally, "this is the kind of person I am") sort of assumption. All this will probably be fairly approximate and not a very tidy operation.

The coach is trying to have the class understand that there are three ideas or standards by which one judges, or arrives at values:

1. the responsibility I have to other people: not to harm or hurt, possibly to help,

2. the responsibility to act in my own best interest,

and, if one is dealing first with assumptions which precede values:

3. Is this realistic? The way things are? Is this the case? and Is this logical?

In the example the class is working on, have the class decide which is/are the most important consideration(s), which should carry the most weight. They should consider by asking themselves: How would the assumptions I accept affect my behavior? Is there a conflict? How do I transform these assumptions, which may be in conflict, into values? In other words finding out what your real value(s) is or are can be difficult and you have to think. (Remind the class: this is a lesson on critical thinking.)

Tell the class: We have to look at conflicting values and assumptions because these do occur with us all. The example you are working on.

If one of my assumptions is:

"It is good to be a 'giving' person" and, at the same time I believe that the reality is:

"No one will thank you for extra effort" or
"Extra effort is never valued" and, also I believe,
"It cheers me up to be appreciated" and
"I really hate it when I'm overtired."

Which assumption will decide how I behave? Which is the overriding consideration?

Try to have the group decide in terms of the
- others
- self
- reality-logic

(tests outlined earlier.)

Points to make: (not necessarily in this order):

These three "tests" are themselves "values". They are, however, so generally accepted, found in so many places in the world, that they are basic and fundamental. Certainly this Life Skills course is not going to start looking for other, more fundamental, ways of deciding on one's values.

If you decided in a certain way in this situation, might you decide differently in another situation, e.g. home and family, leisure activites? Participants have to decide in terms of what is important for them. Even if the coach wanted, it would not be possible to have everyone agree, and probably it is not desirable.

Repeat: 1. Participants will now have more practice in finding assumptions, and

2. Deciding what their own values are concerning a number of different subjects.

Skill Practice/Objective Inquiry

Warn the group that this is probably going to be a rowdy session.

A. The group is to decide what the assumptions are behind conflicting statements in a number of different areas of life. Each person can decide what his/her values are in relation to that area in the particular situation described.

Procedure: The coach should:

1. make sure everyone knows what the two conflicting statements are, either by reading them several times and/or by writing them on the blackboard or flip-chart,

2. ask for and list the assumptions related to these statements

3. encourage and help group members to apply the tests of assumptions starting with the "reality" or "logic" test, going on to the "self" one and finishing with the "others" test, and grouping the assumptions accordingly

4. ask group members to decide privately or publicly which test or considerations would be behind their behaviour in this area

5. optional: ask group members to apply the following question: What would happen if everyone behaved as I do or plan to do? Would I be willing to live with the results of everyone's behaving as I plan to do? If I were on the receiving end of my planned behavior, how happy would I be? For example: The first two statements are:

   Nice guys finish last, and

   It's not whether you win or lose, it's how you play the game.

   These two may boil down to values such as:

   I have to watch out for myself and cannot afford to be considerate of others.

   The most important thing in life is to do your best all the time.

   Answering the questions in number 5 shows that "Nice guys finish last" is probably not acceptable.

   The coach should not accept a moralistic tone - even though these are basically moral questions - but allow people to decide what value is most valid for them, which value will influence their (individual) behaviour. It is very possible that the questions in number (5) will surface during the course of the discussion and be asked by one group member of another, but it is legitimate for the coach to raise them with appropriate topics.

   Using the same procedure and criteria the coach should lead the group through finding the assumptions behind the following statements. The coach should encourage the lesson-purpose that group members should arrive at "values". Encourage participants to ask themselves: What do I really think? How would I behave? Do I want to change my mind? Have I been acting one way when I really have different values? etc. If necessary the coach should help clarify, e.g. "It sounds as if you're saying... is that right?" or even, "Can you put this together with what you decided a few minutes ago?" The coach must establish a tolerant and mutually accepting atmosphere.

Topics

Love: "He who loves not wine, women and song
Remains a fool his whole life long."
"Love - a grave mental disease."

Family: "Father knows best"
"Family life should be democratic."

Interpersonal: "I say what I like and let the chips fall where they may."
"I never regretted what I didn't say."
"Look out for number one."

"The man who lives for himself alone,
Lives for the meanest mortal known."

Community: "It is the duty of every citizen to vote"
"Voting is a waste of time."

"Men are apt to mistake the strength of their feelings for the strength of their argument. The heated mind resents the chill touch and relentless scrutiny of logic."
"In things pertaining to enthusiasm, no man is sane who does not know how to be insane on occasion."

Self: Self-love is the greatest of all flatters.

He who knows himself best esteems himself least.

B. The following is a rôle - play exercise. Participants should figure out the assumptions and then assign rôles. In this way, at least some members of the group will be obliged to defend assumptions and values with which they do not agree. The first example "The end justifies the means" should be acted out by the coach, who can choose one group member to "act" opposite him/her.

Actor is an individual who is convinced that only by acts of terrorism can the people of his country throw off a dictator and improve their standard of living. S/he must justify him/herself to the person kidnapped who is in no way involved in the situation and cannot understand why s/he has been kidnapped.

The coach should then have the group split up into dyads or tryads and rôle play the following statements and scenarios:

1. "School is no preparation for life". A youngster wants to drop out of school. The school principal tries to convince him/her to stay in school.
2. "If a thing's worth doing, it's worth doing well." Parent complains to youngster who has done a chore badly. Youngster cannot see the need to do anything well, particularly this job.
3. "The only news worth reading is on the Sports Page." Argument between news editor and reader who defends statement about the Sports Page.
4. "Better to wear out than rust out." Wife tells husband to take any job he can rather than continue on U.I.C.
5. "I like work, it fascinates me. I can sit and look at it for hours." Two friends discuss this: one enjoys work, the other does not.
6. "Decisions are a waste of time." Parents try to persuade a teen-ager to make a career choice.

Skill Application

The final form of this Skill Application will take the form of a TV newscast. The coach will act as reporter and "interview" the chairperson or salesperson for each committee. The "interviews" should be put on VTR tape.

The coach should divide the group up into three "committees". The coach should give each committee a set of statements (see the end of this section) on one of the following topics:

Self and the Community (could be two committees)
Self and Work
Self and Other People

Each committee should go off by itself and

First, find the assumptions behind each statement;
then, decide on its (the committee's) values;
then, put together, anyway it wants, a statement on its topic.

The coach should explain: The chairperson will have to make a statement to the "press" i.e. the coach acting as TV reporter. The statement can be read or simply explained. The chairperson might want to practise with another participant before going "on camera". If a committee cannot arrive at a unanimous decision, then whoever does not agree may issue a dissenting opinion. (The coach should be sure that participants understand what "unanimous" and "dissenting" mean.)

The coach should act as TV reporter, possibly add a few dress-up touches, make or prepare a "mike". S/he will say (something like):

> "Ladies and gentlemen, I'm standing here waiting for the Citizen's Committee on ... to make its findings public. Here comes the chairperson now! Good evening (Mr., Mrs., Ms.), can you tell me what your committee decided?

The chairperson then reads the report or simply gives the main points.

The coach (still a reporter) then asks:

> "Was that a unanimous decision? Did all members of your committee agree on those points?"

The chairperson replies and (if indicated) introduces the individual(s) with dissenting opinions.

Clearly this assignment can be treated several ways. The chairpeople could, if the coach decides, constitute a "panel of experts" and sit around a table. In this case, experts could comment on the findings of another committee or the coach who is acting as the MC for the panel could make comments.

The essence of this exercise is:

(a) that participants get together in groups to check assumptions and arrive at values,
(b) each group issues a statement of its values,
(c) there be some interchange of ideas,
(d) the final format add some weight to the decisions reached,
(e) expression of final decisions, exchange of views be put on VTR.

Statements

Self and Community

Everybody does it.
What can one person do?
The worst thing in the world is to feel useless.
If you look on both sides of a question, you'll never get anything done.
Give yourself credit: Open a charge account.
Circumstances alter cases.
If you read it in the paper, it must be true.
Two wrongs don't make a right.
United we stand, divided we fall.

Self and Work

Don't work yourself out of a job.
There's no such thing as a free lunch.
It's the job of my boss to make sure I do mine. It isn't up to me.
Work gives people dignity.
Only fools work harder than they have to.
It's not what you know, it's who you know.

Self and Other People

I don't believe a thing that guy says.
You can't trust foreigners.
Politeness is wasted on some people.
Appearances are very important.
Other people are the best thing in life.
Live and let live.

CRITICAL THINKING: FALLACIES

Overview

This is the last lesson in critical thinking. It concentrates on the recognition of fallacies. The coach must first teach what fallacies are. The topic is approached from several angles; examples, explanation and definitions are given and discussion is encouraged. Ideas from previous critical thinking lessons can be used. Teaching fallacies is justified to participants as a means of resisting false persuasion to do or believe something they might not otherwise do or believe. At the same time, the point is underscored that a fallacy might be the vessel for a true message i.e. a fallaciously advertised product is as likely to be a good product as a bad one.

In this context emphasis is put upon the need to think for oneself, that the recognition of fallacies in persuasion is a defensive weapon which helps an individual stay in charge of his/her life.

The stimulus section explains what a fallacy is and also contains an (optional) videotaped playlet which demonstrates how frequently people use fallacious reasoning.

The evocation part of the lesson is spent largely in familiarizing participants with a variety of different forms of fallacy. It is not important, of course, that students learn the names of the fallacy, but it is important that they understand how and why the reasoning is at fault. Appendix A Skill Practice is taken up with distinguishing fallacious from non-fallacious claims and justifying the choice. Advertising and TV commercials are frequently chosen examples because they represent the most obvious and high profile form of persuasion used in our society.

Resources

Blackboard or flip charts and felt pens
Appendix A
Appendix B
Appendix C or videotape or playlet contained therein paper and pencils
V.T.R.

Objectives

By the end of the lesson, group members, working in dyads, will be able to make up a "commercial" using both fallacious and non-fallacious means.
(V.T.R. tapes will be made of the "commercials" for use in a later project).
Viewing other group members' "commercials", participants will be able to spot and explain fallacies. Participants are also required to look out for fallacies they may encounter in their lives outside of the Life Skills programme.

Stimulus

Tell the group: In this lesson they are going to look at one way in which other people try to persuade them to do or believe something they might not otherwise do or believe. Say (something like): People are constantly trying to persuade other people and they do not always care how they do it. In this lesson the group is going to look at a kind of reasoning that is called a "fallacy", which means that it is misleading reasoning. It makes an idea seem logical when it is not, but it often is very persuasive.

A fallacy could also be described as sham logic, where sham means "pretending to be something it is not". Fallacies seem at first to be logical, but when they are analyzed it becomes clear that they do not offer any evidence for what is being said or argued. Virtually everyone uses fallacies at one time or another, and it is wrong to assume people are always trying to deceive on purpose. We quite often reason by fallacies and end up deceiving ourselves.

People think: "If everyone believes that, I must be wrong and they must be right". Here the fallacy is that if a lot of people believe something it must be true. Or "If he can cheat on his income tax then so can I". The fallacy here is that if one person does something wrong, it is all right for everyone to do the same.

A lot of fallacies are built into our thinking or supported in society by well-known sayings e.g.:

> Where there's smoke there's fire,
>
> A leopard can't change its spots.

Optional

Some fallacies are built into our system or society because we hold a value as more important.

The outstanding example is that a person is innocent unless proved guilty. The fallacy here is that if you cannot prove that somebody did do something - in this case, commit a crime - then you must assume that she or he did not do it. Of course this is faulty logic, the person could well have committed the crime without leaving convincing evidence. Our society knows that this is a possibility. The value which overrides this fallacy is that we prefer to let any number of guilty people go free rather than run the risk of punishing an innocent person.
Emphasize: It is possible to use a fallacy to push an idea that is perfectly good.

Example:

Supposing you go to a movie with a friend and after a while the friend says; "We ought to leave, a lot of people are leaving". He is using a fallacious argument. But you might want to leave anyway if the movie is over or the theatre is on fire. This is a stupid example. It does make a very important point: you have to think for yourself.

Optional

Fallacies take a lot of different forms and they were not discovered yesterday. People have always known that you can reason well or badly. Good reasoning always takes the same form but poor logic takes a lot of different forms. Some of the more famous fallacies have taken names, which shows that people have recognized them and the errors in them for a long time. The group will look at some of the more famous fallacies. Participants do not have to learn the names, but they should try to understand the fault in the reasoning.

Knowing about the way people try to persuade you, especially when they are using bad logic or fallacies, is another weapon of self-defense in dealing with the world. It helps participants to stay in charge of their lives and of a given situation which is one of the prime goals of this Life Skills programme.

Tell the group that by the end of the lesson they will be able to use fallacies as well as good reasoning to make up mock television commercials. They will be able to decide, on viewing the "commercials" made by other group members whether or not the reasoning is fallacious and if it is, how it is. They will look out for fallacious reasoning they will encounter in their daily lives outside of the Life Skills programme.

Evocation

Check to make sure that the class has understood what a fallacy is. Ask for descriptions of a fallacy. If necessary make clear the distinction between plain lying or misinforming and fallacious reasoning. Both are T/F Claims which are false. One is a T/F Claim of Observation which is false, and the other is a T/F Claim of Analysis that is false. (It is not absolutely necessary to use these terms but it may help to sharpen up group thinking). If you think about a fallacy you can understand that the reasoning is wrong, the fallacy does not provide any evidence for what is being said or argued.

A good test is: does that hang together logically? Is there a conclusion stated that follows logically from the assumption?

Start a group discussion by giving an example and asking group members to pinpoint where the thinking is wrong.

> If all these people believe that one ought to take extra vitamins, it must be that we need them, too.

If necessary, or if you like, give the following example:

> If all those little kids believe there is a Santa Claus, there must be one.

This is a good fallacy in which - if the coach chooses - to bring out the question of belief as faith as opposed to poor logic.

Use the example of the concept of time. Most people in Western society think of time as being continuous, like a river. One time comes before another. The people who are dead will never live again. All history is past and all the future is ahead. In the East people sometimes think of time as a lake. A "life" is dipped out of the lake at any point of what we think of as true. The future has already happened; we just happen to be living now. You can believe either of these ideas about time, but you can never know which is actually the case either by reasoning or by observation.

Faith is not a subject for critical thinking.
Faith means believing what is not evident.
Critical thinking involves discovering what is clearly the case.

Give another example of a fallacy and ask the group to decide what is the matter with the reasoning.

> She is an ex-convict, how would she know who to vote for?

Ask the group: What kinds of people try to persuade by using fallacies?

Virtually, of course, everyone including ourselves.
Accept or encourage the following groups:

- advertisers
- salespeople
- politicians
- priests, ministers
- newspaper columnists
- friends
- family

Point out the implications of this list; what are people using these fallacies for?

Encourage a wide variety of answers which might be fairly specific.

- Buy something
- Do something
- Vote a certain way

In sum: agree with me and act the way I want you to.

Urge the group to try to think of any fallacies they can that are current in their lives. Again be certain not to accept T/F Claims of Observation e.g. They said their batteries would last longer and they did not.

As the answers come in, classify them whenever possible and be encouraging.

Ask: What is (are) the (they) trying to make you think?

Help the participants (1) find the illogicality, and
(2) decide what it is they are being persuaded to do or believe

If the group is slow in starting give a few examples yourself.

Next, teach the more famous fallacies as outlined in Appendix A. Give (an) example (s) of each one, then give another example and ask a group member to explain where the fallacy lies. Ask for examples of the same fallacy from participants. Particularly, ask for examples that are current in the media or in their lives at this point.

By questioning bring out the point that the fallacy may have a worthwhile message e.g. the advertised product may, in fact, be a good one; in spite of the method the priest or minister uses, perhaps it is a good idea to love your neighbour. Every coach will have to decide which fallacies are important or unimportant for the particular group.

Skill Practice/Objective Inquiry

Have the group go through the claims listed in Appendix B and decide which ones are fallacies and which are not. In each case, have participants explain their conclusions.

Skill Application

The coach will probably decide that this Skill Application will take the entire next session. (It may well be part of another, wrap-up lesson). In that case s/he should explain the project and assign topics at the present session. Section B should be announced at this time.

A. Have participants divide into dyads.

Each couple will select a subject from the list below.
They are to invent a TV commercial for their product.
Participants are to script it and act in it and to record it (or have someone else record it) on a videotape.
One person in each couple is to invent a commercial using a fallacy, the other person is to invent a commercial (for the same product) that does not use a fallacy. "Directors" may ask other group members to act commercials in their commercials.
Dyads then select a different product and switch roles.

The idea is that everyone must participate. If the group is an extremely vital one, there is no question of one member choosing not to participate. The coach could divide the group into two "Ad Agencies" and let each Agency concoct several commercials.

Again, if the Coach judges that the class is capable of it, s/he can pair each topic to a fallacy and demand that this particular fallacy be used in the commercial. Remind the group of the rules of observation from previous lessons when participants had to invent news items, etc... These may well occur in fallacious commercials but should not be allowed in "logical" commercials.

The class is to witness all commercials and judge:

(1) which are fallacious
(2) what the fallacy is in each case

(3) if any of the standards of observation have been broken
(4) which commercial is more persuasive (emphasize there is no harm in finding that the fallacious commercial is more effective)

The coach should make clear that participants are being asked to make commercials because they are the most obvious examples of persuasion of our time. At the end of each fallacious "commercial" the coach should ask: Do we know any more about how good the product is?

"Products" to be advertised:
Orange juice
Detergent
An automobile
A store
Breakfast cereal
Beer
A chocolate bar
TV dinner
Soft drink

B. Give participants an "at home" project. If this lesson runs to more than one session, as it most likely will, this assignment could be done between classes. Participants are to note fallacies that come their way and report back to the class.

APPENDIX A

Fallacies

This list of fallacies is based on a Manual on Critical Thinking written by Carol La Bar at the University of British Columbia *. The explanations and definitions are essentially hers; the number of examples and the comments have been expanded. There are a few teaching suggestions but little teaching structure. The Coach may teach as many different kinds of fallacies as seems appropriate. He or she may use any or all of the examples and comments found in this Appendix. This Appendix is essentially a teaching resource.

The coach may allow the group to discover the fallacious reasoning by starting each section with an example. The group can then be given a formal explanation to confirm or clarify ideas. Or the coach may start with the explanation and proceed to examples. The coach should be sure group members are able to explain the fault in reasoning in each kind of fallacy.

Hasty Generalization

Generalization - A statement or general idea based on frequent or long experience.

EXAMPLE:

You have lived next door to the Jones for 5 years. Over the years you have often seen Mr. Jones leave for work at 7:30. You know that there may be a couple of days in the year when he is sick and he also takes holidays. You suppose that be may be late or early occasionally. But a safe generalization is: Mr. Jones leaves for work at 7:30 a.m. week day mornings.

Hunters can make generalizations about the animals they hunt. They have studied the habits of these animals for many years.

People who have lived in a certain place for years generalize about the weather. They say things like: "We always have a white Christmas", or "We get a lot of rain in April".

There are exceptions but generalizations are generally true. They are based on a good deal of experience and evidence.

The HASTY GENERALIZATION is based on too little experience or evidence. Refer also to the lesson on "Assessing the Validity of Observations Made by Other People".) Everyone is familiar with this sort of fallacy. (Generalization)

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* La Bar, Carol: Teaching Critical Thinking: A Manual for Teachers in Correctional Institutions, Project funded by Education and Training Division, Pacific Region Solicitor General of Canada. Project Directors: Dr. Ian Wright and Dr. Jerrold Coombs.

EXAMPLE:

> I once knew someone from Paris. She smelled, I think the French are very dirty.
>
> I was in Ottawa for three days. Rain! Rain! Rain!
> I don't think I could live in Ottawa. It never stops raining.
>
> I saw a guy in a red car go through a stop sign. People who buy red cars are terrible drivers.
>
> I have met two people from New York. They were both women. There are new in New York.

HAVE THE GROUP DECIDE WHICH OF THE FOLLOWING ARE HASTY GENERALIZATIONS. REMIND THEM THERE MUST BE EVIDENCE WHICH IS GOOD AND SUFFICIENT OR EXPERIENCE WHICH MUST BE GOOD AND SUFFICIENT.

> Test after test has shown that Crest toothpaste helps reduce cavities.
>
> Don't tell me they have earthquakes in Japan. They never have them. We were there three weeks and never felt a thing.
>
> My aunt's friend knew an Italian once and she is sure he was in the Mafia. All those Italians are the same! They're all crooks!
>
> It never snows in Saudi Arabia. I lived there for three years and it did not snow once.
>
> I've known three girls from California and they were all beautiful. Those California women have the women around here all beat.
>
> I've been around cats all my life. Believe me, they love heat. If there's a warm place in the house a cat will find it.
>
> I work with a man and his uncle once went to Mexico for his holidays. This man I know's uncle says the Mexicans are very lively people.
>
> William Shakespeare wrote wonderful plays. For four hundred years audiences have been enjoying his works and there is no sign that enthusiasm is falling off.

Ask the group to suggest examples of HASTY GENERALIZATIONS. Especially examine how HASTY GENERALIZATIONS lead to or sustain prejudices. If you like, the group may discuss:

> All generalizations are false, including this one.

Fallacy of composition

People believe that if one member of a group has a certain characteristic, then everyone in the group has the same characteristic.

EXAMPLE:

> Celia is a charming woman. All her family must be charming too.

You can see that this is another form of the HASTY GENERALIZATION.

> Sam is a real tough nut. I bet all the guys in his union are just like him.
>
> They got a crook for a leader; you can figure they're a bunch of crooks.

Fallacy of Division

This is the opposite. This is where the group or the whole has a characteristic and the individual is supposed to share the characteristic - good or bad.

EXAMPLE:

> Don't pay any attention to what Jim says. That family is nuts.
>
> This is another five product from the family of Centrex products.
>
> If you loved The Spider that Swallowed Chicago; if you loved the Eels that Ate Atlanta, then you'll love The Scorpion that Poisoned Pittsburgh.

False Cause

There are several forms of FALSE CAUSE. One is where something is thought to be a cause simply because it happens just before something else happens. All causes do happen before their results, of course. The sun comes up and "causes" day. But every event that happens before another does not necessarily cause it, and it is not reasonable to think it does. The name of this fallacy in Latin means "after this therefore because of this".

Reduce the idea of false cause to an absurdity.

EXAMPLE:

> You and I are building a dog house together. I am holding a nail for you to hammer and you mash my thumb.

What caused the pain in my thumb? Logically you can say: the hammer hitting or your inaccurate aim or the force you put into the blow. Point out that a neurologist might not accept any of these causes. He might attribute pain to the action of nerve endings. All of these things happened before the pain and all are in part to blame. But everything in history happened before you hit my thumb. I cannot blame the pain in my thumb on World War II or the last General Election.

EXAMPLE:

> I should never have stepped on that spider. No wonder it rained.
>
> I knew the moment I stopped cleaning the car it would start raining.

Think of the TV Commercial where the girl uses a special toothpaste to get her boy friend interested in her again. When she comes back from her date he is really crazy about her.

Leaving aside the fact that these are paid actors, this little scene represents a FALSE CAUSE fallacy because it does not take into consideration all the other things that could have gone right on the date. The boy friend might not care about her teeth one way or another in any case.

Ask the group: Can they think of any cases where "after this, therefore because of this" would be logical?

(There would have to be another logical connection. One event occurring after another does not establish a causal connection). A causal connection can only be assumed if there is a one-to-one unvarying relationship. In this case the causal relationship may not be direct. Heat in the summer, for example, does not cause the day to expand but both are related to the position of the earth with regard to the sun.

Further Examples of False Cause

What about the hostess who is embarrassed because all her guests left her pie crust? She switches to a new brand of shortening and at her next dinner party every guest eats every mouthful. Leaving aside that these are all paid actors, is there sufficient reason to suppose that the new shortening made a difference?

Perhaps she really learned to make pie crust.
Perhaps she had politer guests the second time.

Try:

> She leaves the office every day at five o'clock. Must be typing all day causes that.
>
> After she had been to see her doctor, she dropped dead. The doctor must have killed her.
>
> Being born was the cause of his death.

Black or white fallacy

Here is where there are two extremes and the fallacy is that there is nothing in between. You can tell these fallacies often because they have the words "either... or " and "if...then".

EXAMPLES:

> Either I come top of the class or I'm gonna have to quit.

Why not? There are all sorts of reasons to continue.

> If I can't get on the plane to Montreal, then I can't get there.

How about the bus, or train or driving there?

> If dessert isn't chocolate cake, then I don't want any.

Why not? There are lots of other good desserts.

> If you don't agree with me then you must hate me.

Oh come on!

> If you haven't done sky-diving then you haven't lived.

That's the only way of living?

Everything is Black, Everything is White

(A variation of the Black and White fallacy).

The fallacy which is much used by advertisers, is that if one thing is wrong in your life, everything is. Therefore, if that thing is fixed, then everything in your life is wonderful.

Accordingly, advertisers show people who are miserable because their wash is not white, they have bad breath or their love life is boring. EVERYTHING IS BLACK. Then, when the advertised product is used the individual is overjoyed. EVERYTHING IS WHITE.

(This fallacy can be cross-referred to the fallacy of POPULAR SENTIMENT. Advertisers create, rather than play upon, what they wish were popular sentiment, e.g: all right thinking women worry about having a white wash,
if you have bad breath life is not worth living,
if your love life is inactive, there is nothing left to think about.)

Argument of the beard or bald, man

In this fallacy, the arguer tries to claim there is no difference between two extreme positions. This is done by blurring the difference between positions in between.

> There isn't any black or white
> But only shades of grey.

It can also be illustrated by the following example. What is the difference between lifting a new-born calf and lifting a bull?

None. If you start by lifting the new-born calf and then go and lift it every day, in the end you will be able to lift a bull.

The name comes from the questions: How many whiskers are there in a beard? How many hairs may a person have and still be regarded as bald?

> Examples of this fallacy usually involve numbers.
>
> I've already eaten too many calories today. So why not another 500 calories with this chocolate bar?
> (Why stop at 500 calories? Why not 3000?)
>
> I've already left 4 ingredients out of this recipe, it won't matter if I cut out 2 more.
> (Won't it? Why bother to make the recipe at all?)

This fallacy brings up some interesting problems.

We all ought to respect the law. But there is an unarguable difference between parking in a No-Parking zone and murdering someone.

Try this:

> Many people have the motto: moderation in all things:

But if you are moderate all the time you are being immoderately moderate. But if you are immoderate sometimes in order to be only moderately moderate, how often do you have to be immoderate before you become moderately immoderate rather than immoderately moderate?

Begging the question

In this fallacy people offer no reason for their conclusion but state the conclusion in a new way.

> EXAMPLES:
>
> > I know everything I do is right because if it weren't right I wouldn't do it.

A mother took her child to a psychologist because the child kept taking things that were not his. The psychologist thought for some time and then gave it as his opinion that the child kept taking things because he was a thief. Laziness is no good. Because if you're lazy you don't like to work.

George said: It must be time to get up because if it weren't time to get up I wouldn't have got up.

I know that sin is wrong because a person ought to be good not bad.

We're short-handed because a lot of people didn't come to work today.

I'm making it in two shades of blue.
Like one shade is lighter than the other...

You know why measles is so catching? It's the contagion.

Fallacies of relevance

The following fallacies introduce ideas that are in no way logically connected with the argument. In addition, these fallacies frequently introduce a feeling or an emotion that is persuasive. It gives the individual a good feeling to allow him or herself to be persuaded.

EXAMPLES:

Advertisers have found that it is a lot easier to sell a product if they include a picture of a beautiful girl, a child or a dog.

So. They show a beautiful girl getting in and out of a car they want to sell.

The car may be a good or it may be bad. The beautiful girl is not relevant, that is, there is no logical connection between the way the girl looks and the way the car looks or works. But the potential buyer sort of has the girl muddled up in his mind with the car e.g. the Pontiac girl.

Different beer commercials show beer being drunk in different appealing situations: a peaceful wilderness setting,
with a group of really witty, sharp characters in a singles bar,
with a bunch of "good old boys" enjoying a lot of male-company.

Those commercials try to persuade you by making you feel good by associating their beer with these attractive settings. In fact, of course, you may drink beer more or less anywhere. It will not transport you to a forest sunset, provide you with a lot of witty friends (after a few beer they may seem witty, of course) or turn you into a jock. You can amble out to the kitchen and get yourself a beer but you are still sitting alone in front of the television. The wilderness, the witty and good friends are not reasonably connected with the way the beer tastes.

Fallacy of relevance - Against the man (or woman)

This fallacy says, in effect, "The person is no good therefore his or her argument is no good". It persuades by making the listener dislike and feel superior to the arguer and then have the same feelings about his reasoning.

EXAMPLES:

> How can you believe anything she says? She has dirty finger nails?

It may be better to have clean finger nails than dirty ones but this fact alone does not make a person, illogical, stupid or a liar. (Even if the person is giving advice on how to clean finger nails.)

> Anyone who keeps house the way she does is bound to have stupid ideas.

Why?

Explain: This fallacy is often used in politics and is called "mud-slinging". You say: My opponent has a poor character or has been discovered to be imperfect therefore she or he is wrong in every way.

Fallacy of relevance - You're another

This is a faulty line of reasoning or fallacy, a person uses when defending against criticism by saying his or her accuser does the same thing. The individual feels good because she or he stops feeling guilty and accuses the other person of being guilty. The point is that whether the accuser does the same thing or not, does not make the argument wrong or the activity right.

EXAMPLES:

> Why are you griping because I tease the dog? You often tease him yourself!
>
> Sure I can cheat on the exam. You do!

In this case it may be irritating to be told not to cheat but this does not make the basic argument: You should not cheat, wrong.

A very common example of this kind of fallacy is when we use arguments like

"Practise what you preach"

or

"You can't say: Do what I say and not what I do".

The fallacy here is that an individual may have a bad habit and know it and perfectly logically reason that other people should not have the habit too: Addicts are prime examples; everyone who smokes, is an alcoholic or is a drug addict knows that what she or he is doing is a bad idea. They are not wrong when they say so, only when they do so.

EXAMPLE:

> How come you complain I smoke too much? You fall off your diet all the time.

Fallacy of relevance - Appeal to force

This is when you try to add strength to an argument by making threats or frightening people. The threat or the fear involved are not logically connected with the argument. (If the threat is logically connected then the argument is not a fallacy.)

EXAMPLE:

> In a family setting a father tells his daughter that she had better agree with him because he pays the bills.

Here the fallacy made by the father is that paying the bills automatically makes his argument correct.

> Another example occurs when a senior officer "pulls rank" on a junior officer. Then he gets his own way or behaves as if his argument is correct simply because he is a senior officer.

Try this example:

> Edward the VIIth was playing poker. He had three kings in his hand. An opponent claimed to win by holding four tens, in which he was correct. Edward the VIIth claimed to win because he had four kings. Three in his hand and he himself was the fourth.

This is a classic fallacy of appeal to force although it is doubtful anyone was really fooled.

Warn: It is important to get straight that if people can really carry through on a threat or they are threatening violence, there is no fallacy.

EXAMPLES:

If your boss says:
Come in tomorrow or I'll dock your pay,

or

Do it my way or you're fired, there is no fallacy. He is telling you about cause and effect.

If someone points a gun at your head and says: "Give me all your money", there is no need for an explanation of cause and effect and there is no fallacy.

In the same way, if someone tries to frighten you by saying: Don't smoke in bed you might set fire to the sheets, the fear of setting fire to the sheets is reasonably connected to the persuasion (don't smoke in bed) and there is no fallacy.

Optional

Throughout history and up to the present day some governments have said, in effect: think the way we think or, at least, behave as if you think the way we think or we will punish you because we are in control. The world is full of cases demonstrating the fact that there is no fallacy here.

Argument from ignorance

Once more in this fallacy, which is a fairly difficult one, no direct evidence is given to support the conclusion. Instead, the arguer disproves the opposite. It is called an argument from ignorance because the arguer says, in effect, "I don't know (that it is black therefore it must be white).

EXAMPLE:

Two friends are talking at a party. One asks the other: Is Henry here? And the other one replies: "I haven't seen him. I don't know... I guess he isn't here".

It is perfectly possible that Henry is at the party even if his friends have not spotted him. In other words: a lack of evidence on one side does not prove the opposite.

EXAMPLE:

I cannot find any evidence of drugs in this prison.
Therefore it must be that there are no drugs in this prison.

NOTES

This kind of thinking is only fallacious where there is a possibility of missing evidence. If there is no way that Henry could be at the party without the two friends kwowing it, if for example, they could examine every possible place Henry could be and have not found him, then they would be thinking logically.

In this case we have the syllogism:

If Henry were here, I would have seen him.
I have not seen him.
Therefore be is not here.

In which the Consequent is derived and the conclusion is justified. There is no fallacy. In this sort of situation reasoning is not involved. This is a T/F Claim of Observation.

Appeals to authority

Everyone has been taught to respect authority figures, that is, people who, at least at one time in our lives, knew better than we did or do at least in some area. We start with parents and go on to teachers, doctors, dentists and so on. The fallacy of the Appeal to Authority is that these people cannot be wrong or that because they are an authority in one area they are also an authority in another. If you are concerned about your health you would do best to listen to your doctor, if you want to grow African violets maybe your Aunt Josephine knows best.

Advertisers like to use authority figures to sell their products. Occasionally they can honestly say: More doctors recommend... or Dentists recommend... It is against the law to have actors or models depicting doctors or dentists in advertising without saying so.

It is important to realize that not all authority figures nowadays are the traditional ones. Young people especially admire other young people who are "swingers" and seem to have an exciting life style. So advertisers dress up actors in the desired manner (there is no law aganst impersonating a swinger) and show them, say, drinking beer. The fallacious thinking is: this person is a swinger and is therefore certain to know which is the best beer. Or if I drink this beer I will become a swinger.

Leaving aside the fact that these are actors dressed up and that they are probably drinking coloured water, (no fallacy here, just straight deception) there is no logical reason why a swinger would recognize the quality of beer better than anyone else.

Another source of authority is the advertiser himself. Sometimes advertisers set themselves up as moral authorities and tell you: You deserve it... You're worth it...

There is no logical reason for anyone to tell the population of an entire nation that they deserve something or don't. How do advertisers know you deserve a break today? Maybe you've spent the whole day lying on the sofa drinking beer.

Another illogicality in this kind of commercial is that the advertiser knows what you deserve. A hamburger! This itself is the fallacy of the Bald Man Or Beard. If you deserve a break today why a hamburger? How about a million dollars? A Cadillac? A kick in the pants?

Appeal to authority - Popular sentiments

Here the appeal is to you as a right-thinking person, you support popular sentiments. Popular sentiments change from time to time and country to country. Popular sentiment has changed, for example, in recent years concerning the role of women. Popular sentiment used to think that a woman's place was in the home. Today, more and more, popular sentiment believes that women should compete with men in having a career.

Popular sentiment today holds that everyone who is able should work. Up until about sixty years ago popular sentiment was that some people had to work and others, members of the upper classes and nobility, did not have to work.

EXAMPLE:

If you are a parent, you ought to be a good one.

Everyone ought to be concerned with the welfare of his/her fellow man or woman.

Advertisers suggest. If you are a serious parent you will be concerned about your children's teeth, diet, feet, etc. So buy our toothpaste, vitamins, shoes, etc.

Charities use this a lot. All right thinking people are concerned about this illness, this unfortunate group in our society.

If you don't buy our toothpaste, vitamins, shoes, etc. you are an uncaring parent.

If you don't give to this charity you don't have the proper concern about your fellow man.

Appeal to authority - Popular people

If a famous person says something, it is true. This idea is used by commercial advertisers a great deal. The illogicality is that famous people are just as likely to make a mistake as anyone else. This kind of fallacy can be made even more powerful when the person doing the TV Commercial is an actor or actress. Often the product they are endorsing fits in with a character they have acted. Note the word ("acted").

Appeal to authority - Tradition

This is where you argue that because something has always been done a certain way, it should continue to be done this way. There is no logical reason that because something was done a certain way in the past that that is the only way to do it or that it was the best way to do it in the first place. If you were a general commanding an army in battle would you want to have at your disposal the latest equipment or a cavalry regiment? Advertisers use this idea a great deal. They tell you that this is the "Good, old-fashioned product" or it is "cake like Grandma used to make". Great-grandma's cakes may have been successful by the standards of the times but a good cook today has better equipment and can turn out a better product with less effort.

"That good, old-time taste". Who knows how much better it was than today's taste? We have no way of measuring. The traditional appeal is a strong one because we often have the feeling or the idea that things were better in the old days. How many things were? How do we know?

Suggested topics:

- medecine
- education
- nutrition
- the taste of food
- prisons
- newspapers

Make the point that tradition is not always bad. Most people are traditional about events like Christmas and birthdays, for example. Tradition is fun so long as you know you are doing it for fun and do not fool yourself that it is necessarily logical, or, true in any lasting sense of the word.

Appeal to authority - Large numbers

This fallacy argues that if a lot of people believe something it must be true. "Fifty thousand Frenchmen can't be wrong!". Of course they can.

Appeal to authority - False authority

This is when someone who is an authority in one area is cited as an authority in another area. A famous actor tells you that a certain wine is excellent. Or he tells you to drink de-caffeinated coffee. What do they know? Frequently a famous figure claims s/he relies on a certain credit card. So what? For all you know the person is a perfect fool about money and should not be let out alone with a credit card.

Misuse of language

There is no fallacy necessarily involved but there is an intention to deceive by using language in a confusing manner.

Misuse of language: Complex question

This is when a question is asked in which there is at least one assumption which first needs to be clarified.

EXAMPLE:

The most famous example is: Have you stopped beating your wife?

There is first the assumption that you have beaten your wife. You can't answer YES or NO without admitting you used to, or are still beating your wife. Advertisers often use this technique.

EXAMPLE:

Should you continue to use your present, old-fashioned heating system? (Your heating system is old-fashioned).

Shouldn't you be thinking about getting rid of your gas guzzler? (You drive a gas guzzler)

Misuse of language - Jargon

Jargon is speech that is full of technical terms that are unfamiliar. The effect is to make a claim or an argument sound stronger or more attractive, to add prestige. This is not so much the use of poor reasoning as a deliberate attempt to mislead. The deception lies in thinking that the level of the language matches the level of what is actually being said. Advertisers often use these terms.

EXAMPLE:

This car has rack and pinion steering and steel-belted radial tires.

Beautiful dark ranch mink coats made from fully let-out, female skin
(Is this all good or bad?)

I am going to conduct a Baconian experiment.

(This means the speaker is going to try it out and see what happens.)

Gigo
Garbage in Garbage out.
(This means if you make a mistake in what you feed into a computer there will be mistakes in the answer(s) it gives.)

It was a low-budget sleeper that turned out to be boffo.

(This was a cheap movie to make but it was a big financial success.)

The trouble with computer people is that they go in for hyperverbification.

(This means that they change too many nouns into verbs.)

Misuse of language - Confident manner

Practically all fallacious reasoning or persuasion depends on the perpetrator having a very confident manner. This person really knows what she or he is talking about. Often you have the impression that these people ought to be running the country. (Sometimes they are). The illogicality from the point of view of the listener is that if the speaker is so certain of him/herself s/he must be right. From the point of view of the speaker the fallacy is: If I think so, it must be true.

EXAMPLES:

"Ladies and Gentlemen! I give you the next president of the United States!" How does be know?

"Show you care! Send your contribution today"

"If I've told you once, I've told you a dozen times you won't find a better husband than me."

Misleading language

There is virtually no limit to the way words or language can be used. Language can be used to make things clearer or to make them more difficult. One frequent way in which advertisers misuse language is to create a false impression without actually lying, which legally they are not allowed to do.

EXAMPLES:

Actors can say "meaty" and "natural" which have no legal meaning.

Is there a difference between "made with meat" and "made from meat"?

What does "it is meatier and chunkier" mean?
What is it supposed to mean?

What is the viewer supposed to understand by:
"We think he's brushing longer"?

Where else might one find confusing or misleading language?

APPENDIX B

Fallacies

Skill Practice

That's twice in a row I've been stood up. You can't trust women. (Hasty generalization).

Illogical? Illogical? You would say your own father is illogical! (Against the man. Possibly, Appeal to force I'm your father so I must be logical).

The buck stops here. (No reasoning can be inferred. No fallacy.)

Sound travels in waves. (No fallacy.)

You just broke a mirror? You're going to have seven year's bad luck. (False cause.)

Of course my opponent says stupid things. He's my opponent isn't he? (Against the man. Begging the question.)

He's always said he didn't want to go into his father's business. Now he's in his father's business and no surprise he hates it. (No fallacy.)

You shouldn't tell lies because liars are dishonest. (Begging the question.)

There were a whole bunch of bad strawberries in that box. You never get your money's worth nowadays. (Hasty generalization.)

In this world you're either a winner or a loser. (Black and white.)

I know why the car motor misses like that. Every time I turn it on it starts missing and knocking. You want to hear that motor miss? Just turn it on. (False cause)

Life is for living. (Begging the question.)

If you can't stand the heat, stayout of the kitchen. (No fallacy)

Pink for baby girls, blue for baby boys. You got no right dressing little Elsie in yellow. (Fallacy of relevance - Tradition.)

Of course, you're right. Everyone agrees you are. (Fallacy of numbers.)

Are you still paying too much for an out-of-date insurance policy? (Complex question)

Made of high calibre, coriaceous vinyl. (Jargon)

Be on the winning team! Vote for our candidate! (Confident manner.)

She's always late. I've known her for fifteen years and she has never been on time. (No fallacy.)

That's the fifth pair of mittens you've lost this winter. That's my limit. I'm not buying you a sixth pair. (Argument of the Beard)

I'm in charge around here. Remember that when you start shooting off your mouth about having a right to your own opinions. (Appeal to force.)

Of course he's cheating on his wife. You haven't got anything to show he isn't. (Argument from ignorance.)

I loved the eggs from my grand parent's farm. (No fallacy.)

Either we accept my suggestion or we abandon the whole idea. (Black or white fallacy.)

Now that we love each other, nothing else matters. (Everything is White, Fallacy.)

When I taste Taylor's Fresh Eggs I think of the eggs on my grand parent's farm. (Tradition.)

No one I like likes me. I'm not a very worthwhile person. Listen! Any club that would want me for a member I don't want to belong to! (Fallacy of composition. Begging the question.)

Buy the soap that emulsifies! (Jargon. Confident manner.)

Look! It Gordie Howe says he uses that deodorant you'd better believe it's good. (Popular people. False authority.)

Good citizens turn out and vote. (Popular sentiment.)

That lake has no bottom. Everyone knows that. (Fallacy of Numbers.)

Believe me, I've looked. I couldn't find any spiders in this house. There aren't any. (Argument from ignorance.)

I couldn't find any spiders in this house. (No fallacy.)

You can't argue with the man. He's a specialist in critical Thinking. If he says everyone ought to take a course in Critical Thinking he must be right. (Appeal to authority.)

We're going to do it my way because I'm boss. (No fallacy.)

Of course he's against abortion. He's a man isn't he? (Fallacy of division Against the man.)

Inflation is when money doesn't buy as much as it used to. Or do I mean that everything costs more? (Begging the question-either way.)

He's such a wonderful man. I'm sure all his children are lovely people, too. (Fallacy of composition.)

Are you sure of your present mouthwash? (No fallacy.)

End tooth decay! Use Nay-decay toothpaste. (Confident manner.)

Don't you want to get rid of ugly fat? (Complex question.)

Helping refugees is a must for anyone who is a decent human being. (Popular sentiment.)

A donation will help cancer research. (No fallacy.)

I haven't seen any sign that he's clever. The reason is that he's dumb. (Argument from Ignorance.)

Be certain with Certs! (Confident manner.)

Are you going to take the advice of someone with a face like that? (Against the man.)

The ancient art of the cordwainer brought to perfection in our footwear. (Jargon.)

Mr. Mayor, you cannot be wrong about the budget. You were just re-elected by a huge majority. (Fallacy of numbers.)

I'm your wife but if you come home drunk once more I'm going to get a divorce. (No fallacy.)

Something old and something new. Something borrowed and something blue. (Tradition.)

It's unlucky to get married in pink like she did. It's to be expected she'll have to get a divorce. (False cause.)

Don't be dumb! Just because you haven't seen her smoking pot doesn't mean she never does. (No fallacy.)

He's in charge around here. When he says: "Jump" we all jump. (No fallacy.)

A sequential, frame by frame, retrieval system. (Jargon.)

An online interactive program with a dedicated line to a computer service bureau using an IBM environment. (Jargon.)

APPENDIX C

DON'T MIX ME UP

The scene is a breakfast table set for several people. Already seated are: Ethel (mother), Gerald (father) Michael (oldest son, about 21) and Grandfather.

Gerald: (Annoyed) Where the hell's the paper? That boy's late again. He's always late(1). Never have my paper at breakfast. Why can't he be on time?

Michael: For Pete's sake, Dad! Why do you make sweeping statements like that? Give him a break? You've only been taking the paper for three weeks... and the boy's been late exactly one and a half times and...(2)

Gerald: One and a half times! You give me a break! What do you mean late exactly one and a half-times?

Michael: No problem. Here's how. He promised you the paper for 7:30. Once it didn't come until eight. That's late. This morning it arrived at 7:33. I only count that half late. Anyhow, here it is. (Hands father the paper.)

Gerald: What's the matter with you? Would you still only count it as half late if he came at 7:34? What about 7:35? If he's late, he's late. That's like saying a woman is a little bit pregnant. She is or she isn't. That's it.

Michael: Okay! Okay! I just wanted you to stop making false generalizations like you always do. It messes up your thinking...

Gerald: There's nothing the matter with the way I think. But there a name for what you pass off as thinking and it's...

Grandfather: You can't figure what people are going to think anymore. Hear those fire engines last night? Notice anything funny? Painted them yellow. What king of thinking is that? It's against God and nature. Proper colour for fire trucks is red. Always was. (3)

Michael: Well, see Grandpa, they paint fire engines yellow because yellow stands out more than red. It's more noticeable. You can't miss them that way.

Grandfather: What kind of a damn fool ever needed help missing a fire truck? (4)

Ethel: Oh Gerald! I'm afraid we're going to be having the fire engines here if Nancy doesn't stop smoking in bed.

Michael: Mum! You'll make me crazy! Nancy doesn't smoke at all, no question of smoking in bed.

Gerald: He's right, Ethel. She does *not* smoke. (5)

Ethel: You both sound so sure of yourselves. But I've been fooled before that way. After all, Michael smoked at her age. (6)

Michael: Sure, sure. But that doesn't mean Nancy has to do what I did. Why are you so sure she's smoking?

Gerald: Yes, Ethel, what makes you think she is? You're getting all worked up...

Ethel: I worry about it so much I mean there's no point in asking Nancy outright. So I'm trying to find evidence to the contrary that she is, then I'll know she isn't. (7)

Michael: Run that by me again...

Gerald: Let me get this straight. You've been going around looking for evidence that would be to the contrary of evidence that she *is* smoking.

Michael: Think I'll go back to bed and start today over.

Ethel: (Ignoring him) Well, I want to prove to myself that she isn't...

Gerald: You fascinate me. What kind of negative evidence would you accept. No smoke in her bedroom? No nicotine on her finger nails? No full ash trays?

Ethel: Can you think of anything else?

Gerald: (humouring her) Beats me. (Exaggerated courtesy) Ethel, my dear, I'm sure you've thought the matter out and...

Ethel: You needn't be so sarcastic! It isn't easy. Finding really hard evidence to disprove somebody is doing something like smoking is very difficult.

Michael: (Imitating Sammy Davis, Jr.) I hear you, Momma!

Ethel: I've got a lot of evidence. Like no smoke in her bedroom and no smoker's hack. But they aren't proof positive. The trouble with finding this kind of evidence is that you can pile up a lot but you could always just be missing something. I mean: every time I come across her not smoking doesn't mean she doesn't light up as soon I leave the room. It's very discouraging. Or do I mean encouraging?

Michael: Remember, Mum, she's innocent until proved guilty.

Ethel: Well it isn't criminal to smoke...

Michael: Why don't you just try to find evidence that she is smoking?

Ethel: Don't be so irritating, Michael. I've just finished telling you there isn't any. Anyhow, it's getting late. What can have happened to your sisters?

Enter Marjorie

Majorie: (She speaks with a fake Russian accent.) Good morning workink pipple.

Grandfather: Speak for yourself. I'm retired.

Ethel: Marjorie, what on earth is Nancy doing? She isn't...

Michael: (wickedly) Getting in a few gasps before breakfast?

Marjorie: No. Bourgeois sister is choosing bourgeois costume for days as secretary to filthy capitalist, lackey of Wall Street. (8)

Ethel: Do you mean she's getting dressed, dear?

Marjorie: Da! Also doink' hair in many tiny braids with bids on the end.

Ethel: Bids?

Michael: She means beads. Look, Marge, I know you're really into the class struggle, but do you have to speak with a Russian accent?

Marjorie: Spik like friend, Olga Semeonov. Sent by Internetionel Communist Party to teach Canadian workers about cless stroggle. Olga know best way to encourage cless stroggle. Olga therefore know best way to do everything. (9)

Grandfather: Good Heavens! Are they still talking about the class struggle? Used to do that when I was young. Some things never change.

Ethel: Dear, I'm sure Olga is a nice girl and you must bring her to tea one day...

(In rush twin boys about 10 years old)

Kevin: Hi, Dad! Can we have 75 cents for some bubble gums?

Gerald: Seventy-five cents? Since when does bubble gum cost seventy-five cents?

Billy: It's special. Sitting Bull recommends it. (10)

Gerald: Sitting Bull is dead.

Michael: They mean the rock star. You know. You see him on TV Advertising Blubber Bubble gums. (Imitates) "C'mom kids Chew Blubber Bubble gum. Blubber Bubble Gum is really something! For a whale of a chew and a whale of a bubble, it's Blubber Bubble Gum. Find out how nifty it is to be an Eskimo! Chew Blubber!

Gerald: Nifty? Nifty? (To the twins). Certainly not, I won't give you money for any such thing. Sit down and eat your breakfast.

Twins: Aaa-w! (They sit down at the table. Ethel starts getting them settled with cereal, milk, etc.)

Gerald: (Reading from paper) Know what it says in this paper? Says the whole of Africa is going to hell. Turning into Communists every man-jack of them.

Marjorie: Is worker's stroggle.

Grandfather: Don't believe them, Gerald, boy. Knew an African once. Good fella. (11) Used to go to church every Sunday just like a Christian.

Gerald: It's true. Says it right here in black and white. (12)

Michael: Oh well! If you read it in the paper, it must be true!

Gerald: These newspaper foreign correspondents know what they're talking about. (13)

Michael: That's the same guy who was in India until last week. Then he was an expert on India. Suddenly he's an expert on Africa.

(Enter Nancy)

Michael: Speaking of Africa here comes my African sister. Nancy, what's with the hair?

Ethel: Yes, dear, and it took you so long.

Billy: Yeah! You look awful (Makes face).

Nancy: You boys are horrible! In Africa I would be considered very beautiful.

Michael: You aren't going out like that, are you?

Nancy: Everyone's doing their hair like this. If it weren't beautiful, they wouldn't do it. (14)

Grandfather: A lot of people do a lot of things. Doesn't make them beautiful. Still de gustibus nil disputandum.

Marjorie: Is latest bourgeois feshion. I read in Vogue Magazine.

Gerald: Dammit! This is my own breakfast table. Doesn't anyone speak English anymore? I have a daughter speaking like a Russian and my own father speaking Latin.

(Twins start fighting)

Grandfather: (over the noise) I only mean you can't argue with taste.

Ethel: Now what are you boys fighting about?

Billy: Kevin spat in my milk!

Ethel: Kevin! How disgusting! Why on earth would you spit in Billy's milk?

Kevin: I'm allowed! He spat in mine! (15)

Ethel: You are not allowed. Two wrongs don't make a right. Now, both of you, pour out your milk and get yourselves more. And hurry up, it's getting late.

Michael: Ho! Ho! Our resident Marxist reads Vogue Magazine. Better not let Olga find out you're a fashion freak.

Marjorie: Is true I buy Vogue Magazine. But you're thinkink all wrong. You make wrong assumptions (16) You assume I feshion frik. Bah! I spit on feshion!

Ethel: Really, Marjorie, I can't have any more spitting at this table...

Marjorie: Is all right, Mother. He essume I feshion frik. I buy horrible feshion magezine to discover horrible plans of horrible, Cepitilistic feshion industry.

Michael: And did you?

Marjorie: Yis. As a metter of fect worker look is in. I quite like. But you and I have different assumptions, leads to false conclusion by you.

Michael: I'll tell you about wrong assumptions. Nancy's friend Fred. He decided to be a Buddhist monk. So he...

Nancy: That's not his name anymore.

Michael: What's he called?

Nancy: The Affirming Mountain of the Primordial Source.

Michael: You're kidding! That's his real name? I mean he gets his mail addressed that way? His subscription to the TV Guide? He's down on the voter's list as the Affirming Mountain of the Primordial Source?

Nancy: Don't be so smart! You took a saint's name when you were confirmed, how can you criticize him? (17) And you should be tolerant.

Michael: Sorry. Anyhow, Marge, the Affirming Mountain decided not to buy any food and just to go out with a begging bowl like they do in Asia.

Marjorie: Religion is opiate of pipple.

Michael: He was looking for rice, not a fix. Anyhow, out he went...

Gerald: What happened?

Michael: Oh, people put in their beer caps, their cigarette stubs. Got a couple of old lottery tickets. Few wads Blubber Bubble Gum.

Nancy: I don't know what went wrong. It works perfectly in Thailand.

Michael: In Thailand everyone makes the same assumption. Here, Fred, I mean the Affirming Mountain, assumed he was collecting rice but the citizens of this fair city assumed he was collecting garbage.

Grandfather: Damm fool! Why can't he get a job like everyone else?

Gerald: Or at least go on Unemployment Insurance! (19)

Ethel: It's a question of values. Nancy's friend has different values: the contemplative life, the value of poverty. It's almost a philosophy.

Michael: What do you mean "almost"?

Nancy: My boss has a philosophy. Tells me all the time: Nancy! The best thing is a quiet life. For that keep your nose clean and your arse covered.

Ethel: Nancy! Don't use language like that. It's not nice especially for a young girl. Besides anything that man says... (20)

Marjorie: Is wrong. Quiet life...

Michael: Boy, he only started thinking that since his tax return was investigated.

Marjorie: Everyone should stand up and be counted.

Michael: What! And have their tax return investigated?

Ethel: Kevin & Billy! It's time you went to school. Have you finished your milk?

Kevin: We don't want our milk.

Ethel: You know Dr. Finnigan said you were to have at least two glasses a day. Union Dairies Milk.

Billy: Aw Mum! He just said that because he owns part of Union Dairies.

Ethel: What nonsense! I've known Dr. Finnigan for years. I know his wife. They're wonderful people. He'd never try to make money like that. (21) He lives in a very modest home and drives a Volvo. I can tell he isn't making money he shouldn't be making. (22) It's just like Nancy. I think.

Gerald: What? We starting that again?

Michael: Yeah. You should give Nancy the same break. Just because you haven't found any signs he is, doesn't mean he isn't.

Marjorie: Mother. You ever hear of Swiss Benk Accounts?

Nancy: What are you talking about? I don't have any Swiss Bank Account. (Glances at work). Golly I have to go. I like to be early.

Michael: Why?

Nancy: Like the boss says: Cover your arse!

Ethel: Nancy! Do not use that expression! I've told you before.

Michael: Time, I left too.

Ethel: Why are you pocketing that cigarette butt?

Michael: Well I thought if I met the old Affirming Mountain...

Ethel: Michael! Surely we've taught you better than that. Everyone is entitled to their own religious beliefs without being taunted and teased. You're just like Archie Bunker!

Michael: It's O.K., Mum. I'll put it in the garbage on the way out.

(Nancy & Michael exit)

Ethel: (To the twins) Now you boys. Go to school.

(They exit, scuffling)

Gerald: Well! Anyway they don't have trouble expressing themselves.

Ethel: Where did we go wrong?

Marjorie: Don't worry, Mother. All crazy. Don't have Communist principles. When Revolution comes they'll all be put away.

Ethel: What do you mean: don't worry? Of course, I worry.
What do you mean: put away?

Marjorie: In Soviet Union if people don't agree with Communist government, they put them away.

Ethel: You mean political prisoners?

Marjorie: No Mother. Put them away because crazy. Look Communist government know right way to think. So anyone not think the same, must be crazy. Crazy pipple put in institutions for crazy pipple. So pipple who don't agree with Communist government are put in institutions for crazy pipple. Is simple.

Ethel: Well, it sounds reasonable I must say (23). But I can't help wondering: are they really crazy? (24)

Marjorie: Of course. If not crazy would not be in institutions (25).

Ethel: I don't think that's democratic.

Marjorie: Of course, is democratic. Nearly all communist countries called Democratic. (26) Therefore, democratic.

Grandfather: Don't be so gormless, Marjorie. You can call anything anything you like. Doesn't make it so. Could call myself "doctor", still wouldn't know how to take a temperature.

Marjorie: So cheer up, Mother. When Revolution comes Kevin, Billy, Nancy, Micheal all be put away.

Ethel: Not me?

Marjorie: No. You heroine mother.

Ethel: That's sort of the way I feel. For once the title and the fact match. Marjorie, will you be seeing your friend, Olga today?

Marjorie: Yis

Ethel: Why don't you ask her for dinner tonight?

Marjorie: Thenk you, Mother. Will esk Olga. (Exits)

Gerald: Why did you ask Olga for dinner? She sounds poisonous.

Ethel: Oh! I just thought I'd - you know, for when the Revolution comes - cover my arse.

NOTES ON DIALOGUE

1. Fallacy of the Hasty Generalization.
2. Argument of the beard.
3. Fallacy of relevance - Tradition.
4. Rhetorical question. He has a point.
5. Confident manner.
6. Hasty Generalization.
7. Fallacy - Argument from Ignorance.
8. Jargon.
9. Fallacy of false authority. Popular People.
10. Fallacy of false authority. Popular People.
11. Hasty generalization.
12. Fallacy of the printed word.
13. Appeal to authority - titles.
14. Argument from number.
15. Fallacy of You're Another. Also known as The Old Testament fallacy.
16. Different assumptions. Beginning of illustration of how this can mislead.
17. You're another.
18. Argument from numbers.
19. Argument from numbers.
20. Argument Against the Man.
21. Reverse argument Against the Man.
22. Argument from Ignorance.
23. It is a valid syllogism.
24. But it is fallacious because the content is false.
25. Begging the question.
26. Mistaking the form for the content.

PRODUCING A TV NEWS PROGRAMME

Overview

This is the final lesson in this programme. It is one lesson but complicated, so that it will require several sessions to complete. Certain new ideas concerning self-management in the work situation are introduced: Monitoring and Encouraging Self. The lesson is, however, primarily a group work-project relying heavily on previously learned skills: Brainstorming, Goal-Setting (5 W's and an H), Management Techniques, Attending Behaviours, Dealing with Feedback and Critical Thinking Skills. Participants are to put together a TV News Programme using the VTR machine and tape. The lesson requires the implementation of many ideas and skills which have been repeatedly emphasized over a number of lessons without ever being the principal purpose of a particular lesson, such as thinking for oneself and staying in control. As in all work situations, participants must practise getting along with others. The content of the project requires, in addition, a certain amount of skill in public speaking. It is reasoned that because the Programme has a heavy verbal emphasis participants will not find it too difficult, at the end, to concoct a simple, 2 or 3-minute news item. (Suggestions for news items and other programme content are contained in Appendix A.)

Three learning principles are followed in this lesson.

1. Teaching - In the Stimulus section, Coach introduces the idea of Planning and Carrying through (action).

2. Modelling - In the Evocation section the Coach tells the class how the lesson plan for their lesson was arrived at including the part of the plan where s/he is to explain the evolution of the lesson plan, which at this point becomes the Carrying through or Putting into action. At the point in the lesson plan where participants are to start Management activities, Coach explains that this is part of the plan and gets them going on the main part of the lesson. Participants are then conscious of the part in a Management plan.

   - It is suggested that Coach makes a large chart of the lesson specifying both content and projected completion times for each element. As each element is accomplished it should be ticked off. Participants will then have a clear idea of how the project is progressing.

3. Experiential - Every participant has a turn at being both Labour and Management. The Management or planning role starts in a diffuse way with the entire group being members of the Planning Committee. The group then breaks up into Smaller Committees responsible for specific elements of the news programme and within these Smaller Committees individuals become alternately Management and Labour (Producer-Director/Camera person/Talent) for separate news items. In this way participants take on increasingly precise but more manageable responsibility loads.

It is not anticipated that group members will necessarily move from this programme into Management positions. The experience in Planning and Management and of the importance to Management of Labour's part should prove useful when group members move into working situations. The point is made that some Management skills are necessary in order to carry out the role of Labour.

This lesson puts heavy demands on the Coach especially on his/her planning skills.

This is the only lesson that requires outside, specialized skills: a specialist is needed to cut and splice the VTR tape in order to make the separate parts into an entire programme.

Human Resources - specialist able to cut and splice VTR tape under direction

Other Resources - Stop watches
VTR tape
VTR machine(s)
Several small, matching tables (bridge tables for example) that can be put together to form a large table for the Planning Committee

Optional Resources - Current newspapers, magazines
Long roll of paper to make and mark off lesson plan
Costumes, disguises, etc. as needed

Objective

There is no measurable behavioral goal. The group takes part in a Management/Labour work project. Since the substance of each participant's work in both Management and Labour roles is unique, there can be no common standard of measuring behavior. Participation, the experience, is itself the purpose of the lesson.

Stimulus

Tell the group:

This lesson represents a summing up of all the experiences participants have had in this Life Skills course. It is a complicated lesson that may run to several sessions.

This lesson provides participants with a complete work experience. Group members will make use of what they have learned about:

Brainstorming
Setting Goals
Managing
Getting Along with Others
Critical Thinking.

Everyone will have experience in planning and in carrying through, that is, transforming plans into action. Participants will probably notice and experience two interesting facts about the relationship between planning and action.

1. The further the plans are from the action, the less precise you need to be. The closer you get to the time when the action has to take place the more detailed it is necessary to be.

Give an example.

Supposing someone decides to build a factory to make cars. The planners may have several locations in mind as being suitable in one way or another. By the time they come to build it, they will have a very precise idea of where to start digging up the earth.

In the same way, there may be an overall plan of how to produce the cars but any one part may translate into one worker turning one bolt - an action that was in no one's mind at the beginning.

2. Actions or activities are real life and in real life you have to be prepared for unexpected occurrences (after all, if they were expected, you could have planned for them).

Planning and actions are roughly equivalent (not completely) to management and labour. Management says what is to be done and labour does it.

Management and Labour are useful names for two kinds of activities but as we lead our lives, in the reality of day-to-day life, we are all both Management and Labour in several ways.

The labour of Management is to produce plans and to make sure the plans are carried out. The plans and the carrying out of the plans is what Management produces.

What labour produces is easier to see: so many bolts tightened, so many objects finished. It may seem as if the worker does no management but the worker manages him or herself in terms of making sure to get to work, be on time and to keep working. We are all self-directing our work activities to do what management wants. We are all working and managing ourselves at the same time.

You have to think of labour, what we all actually do, as what Show business calls The Talent. Management is nowhere without Talent to manage and market. (As we have seen, a Manager's Talent may be his or her Management Skill.)

But, generally, work is divided into Management and Talent. In the same way, there's no point in having talent or ability if you cannot get it to the public and it is usually more efficient to have a professional at work to manage what you do.

Give some examples.

Let us suppose you are a woman who knits extremely well. You knit like a dream. Your work is absolutely superb. Anyone would be glad to wear a garment you have knitted.

But sitting alone in your home knitting, you cannot reach the general public in order to sell what you make. You are the Talent, the worker, but in some degree to reach the public and sell your work you have to bring in some Management.

Management will tell you what to make, what the public wants and will get what you make to the public. If you want you could manage yourself, get together with some other knitters and set up a co-op, hire some staff to do publicity, secretarial work. In that case you are Talent and Management.

Make the point: Management and Labour need each other.

Another example.

You have a wonderful singing voice. You sing like Barbara Streisand or Anne Murray. You are never going to reach the public by singing in the shower or even in the church choir or, possibly, on a street corner. You need an agent and a manager so you can sell your talent to the public.

Notice

Even if you hand your career over to a professional Manager, you had to have enough management skills to make the decision and get yourself in touch with a manager. You made a management decision to be professionally managed.

Professional managers in business, industry and government often do the same thing in reverse: decide to hire a professional, a special Talent to carry out some task that needs to be done.

You can see that we all need some Management and some Labour skills. We need Management to sell our Talent. But we need Talent before we need Management.

Make the point.

The great majority of people do not have an outstanding Talent. We have some ability but it is not star equality. We need to put our Talent together with the talent of other people, in a factory, or store or an office, in order to sell what we can do. Some form of Management takes all our Talents and puts them together to produce something the public wants or needs.

The most obvious example is a movie. In a movie there is all sorts of talent: acting, lighting, make-up, costumes, writing, directing, photography. A producer - which is a Show Biz word for a manager - puts them all together, makes arrangements to sell their collective talents.

The group will begin by having a look at how this lesson was planned and will implement the lesson plan as this final group project.

Members will start planning and carrying out plans first in a group, then in small committees, then as individuals. At each step the planning and its implementation becomes more detailed and precise, there is less room for uncertainty. Finally each plan is implemented and the results are visible on a VTR tape.

Tell the group.

There are no objectives for this lesson. It is not possible to say by the end of the lesson you will be able to do this or that. This is because taking part in the lesson is the whole point of the lesson.

Participants will go through all the necessary stages and end by producing a TV newscast. Group members will use general planning and management skills to get plans made and underway and practical skills, specifically their talent or ability for Critical Thinking to carry out the plans.

Evocation

1. Remind the group that the purpose of this lesson is to provide every member with a complete and varied work experience.

Ask the group: Which of the lessons in the Life Skills Programme do you remember as being particularly useful to the work experience?

Accept virtually all responses so long as participants can justify them. Then emphasis should be upon the following types of lessons.

Planning - Brainstorming
Goal Setting - 5 W's and an H
Management - Resource Management
Explaining to Appropriate Others

Interpersonal - Attending Behaviors
Cognition in Listening
Dealing with Feedback

Critical Thinking - Assessing Validity of Observations
Fallacies, etc.

Ask: Which skill is most important in working? Provoke discussion. Importance of a skill depends, of course, on the work done.

Make the point.

Few things that happen in real life can be covered completely in a lesson. The lessons are, at best, a good guide. Real life will always demand a little bit more than any lesson, even this lesson does.

That is why thinking for oneself, as participants have been doing in the last few lessons, is the most important skill.

2. Emphasize: Thinking for oneself permits one to stay in control of a situation.

Review.

State. There has been a lot of talk about "staying in control", especially in a work situation.

Start a discussion

Ask: In terms of how life is lived what does this mean?
Does it mean telling other people what to do?
Directing the activities of other people?
Does it mean you never allow other people to direct your activities?
You always know better than other people?

Clarify: It means:
- ° you can see what is going on
- ° you decide what your actions will be
- ° you decide what your behavior will be in the light of what is going to happen to you as a result
- ° (also: take control of your destiny, etc.)

Get more specific. (Re-emphasize: thinking, then deciding to do what is in your own self-interest.

Ask: in terms of a work situation, does it mean:
- ° telling other people what to do? (it might) (when?)
- ° doing what other people tell you? (it might) If so, when?
  e.g. if they know the work and you don't
  if you've been hired to do what the boss says
- ° deciding yourself what you're going to do then doing it? (it might) (when?)
- ° working with other people, doing your share as well as you can? (it might) (when?)
- ° any combination of the above? (it might) (when?)

State: If you have thought about any work situation and decided what is in your own best interest to do, you are in control.

You decided to cooperate,
take charge, etc. because it will be best for you.
No one else decided for you.

Remind the group: For their immediate information, in this lesson they will take on a number of work roles and will gain experience in telling other people what to do, receiving and carrying out commands, directing their own activities and cooperating. They will be "in control" all the time.

3. State that first you are going to show the logical steps in planning this lesson so they will have a model of how to plan. Remind group that planning eventually turns into action and coach is, by explaining process to participants, actually embarked upon the action part of the total project.

Coach is now embarked upon the Action or Carrying through part of the total project. Coach is now into the Talent or Labour part of the project but has not suspended management (of self) role.

In other words, the group is coming in on this half way through because the planning part is already done. But in order that participants will have a model, coach will soon re-trace steps and go back to where the planning started.

First ask: Which of the management lessons was I demonstrating at this moment?
Accept. Explaining to appropriate others what you plan to do (or equivalent).

State. This step is one that participants will themselves repeat during this lesson.
Ask: Why does a person in a Managing position explain to appropriate others what she or he plans to do?
Ans. In a working situation doing so is often the equivalent of giving instruction to the individual or individuals being managed.
Repeat: Everyone in this group will be a manager at some point in this lesson.

Remind the group about the lesson on the Management of resources.
Ask: Who remembers what a resource is?

Who remembers what kinds of resources one has to manage?

In the lesson on Management of Resources, the various individuals were presented with a goal and then were supposed to achieve it however they best could. In this lesson, participants will have an easier time. To a large extent they will be allowed to choose their goals depending on how they assess the resources available to them.

Remind the group that they are now to have an insight into the thinking of the lesson planners.

Course planners wanted a project where participants as a group could do some planning for the group and also where everyone could have a turn at being Management and also at being Talent. Course planners wanted the Talent to make use of Critical Thinking Skills.

1. The first step is Brainstorming.
   - Remind or ask group if anyone can remember the lesson on Brainstorming. The important characteristics are: the free-flow of ideas and determent of judgment.

° Make the point: In real life the closer a person gets to action, the narrower the bounds on Brainstorming. For the purposes of this lesson this stage is called Brainstorming when what we really mean is coming up with a lot of ideas in a fairly uncritical way from which we can later choose the best.

At this stage it is possible to allow oneself a good deal of freedom. Some ideas that popped up for this project:

have a swim meet
hold a bazaar
make a traffic plan for this city
make a TV show
have a talent show
start a handicraft shop
start a swap meet
publish a newspaper
publish a gossip sheet
start a dance club
set up a success course.

2. The next step is sometimes called predicting from cause to effect. This a fancy way of saying: if we do this thing or the other thing then probably such and such will happen.

Ask group members how this step would be applied to the project ideas listed above.

The answer needed (and possibly, to be supplied by the coach) is that each of these ideas must be tested against
a) the characteristics demanded by the course planners, and
b) whether it is possible to put it into effect.

Sharp planners make statements like:
- Let's run it around the block and see if any wheels fall off
  or
- Let's run it up the flag pole and see if anyone salutes it.

Let's see how it might work out.

You could say a wheel falls off if the project:
1. does not or could not fulfill all the requirements
   i.e., participants have an opportunity to plan as well as carry out, preferably, several times
   - every participant has an opportunity to be both Management and Talent
   - the Talent involves using some of the ideas learned in Critical Thinking.

2. would present serious difficulties to carry out. This is the sort of assessment that depends on the circumstances. You could say that putting a man on the moon or getting oil from the Athabaska Tar Sands

involve serious difficulties but the people involved never doubted what they wanted to accomplish (in this way are like the Management of Resources lessons) and have no choice of goal. We have a choice of goals. We have to find one that fits certain characteristics. If one project is more trouble than is reasonable we can switch to another.

3. demands resources to which the group has no access and no possibility of access. Remind the group again of the lesson on the Management Resources.
   Ask for a list of the kinds of resources a project might require:
   - human resources, a special talent or ability,
   - time resources, the project may be allotted several sessions but not 6 months,
   - money or wealth resources: equipment that is needed, or can be substituted, finances needed

Demonstrate the project-selection process.

None of the projects brainstormed fulfilled all the requirements. Remind participants that in brainstorming it is a legitimate next step to see if the idea can be changed in some way so that it becomes useful.

These projects showed the most promise:

Make a TV show - good because a TV show can be broken up into small units and everyone could have a turn at Managing (Producing/Directing) and Labour (Talent). It is not too difficult to carry out in some way, although the quality might not be high. The resource difficulty is that we do not have full TV cameras and equipment. But we do have a VTR machine. The drawback is that this idea does not make use of Critical Thinking Skills.

Publish a newspaper - is a project that obviously makes good use of Critical Thinking skills. The discouraging part is that it requires a fairly high level of writing ability and many people find writing irksome, a real "downer". And this ties in with the Management/Talent consideration. Individuals may have the ability to write some sort of newspaper article, but in the newspaper world the Managing part becomes Editing which really requires a very high level of writing ability. In other words, we have a Human Resource problem - talent or skill division.

Starting a Success Course was really the most beguiling project to course planners. This is for reasons outside the usual ones. Life Skills programme planners really love to have participants teach what they have learned because it shows that they have mastered the topic. This would be a very satisfying project for course planners because it would show them that participants are ready to pass on the Good Word. The problem is to whom?

This project also falls down in other areas. It certainly allows everyone to take a turn at being the Talent and if everyone cannot use Critical Thinking they can use something good from the Life Skills course which is a good project.

The drawbacks are serious. Preparing a lesson takes a good deal of time, putting on a course allows each person to star but does not allow everyone to manage or direct.

Another serious drawback is that everyone cannot see the entire finished product, which is in any case fairly boring for other participants to view as they are already familiar with the material.

The TV show offered everything except the right material. So the planners thought the project should involve a TV show that was either
a) a TV news show, or
b) a TV show that is a sort of Life Skills Training show.

On balance, planners chose the news show because it would seem to offer more choice of subject, it allows people to be a little more creative and it does not require such heavy preparation.

3. Having chosen the topic, planners then had to decide how to implement it. In other words, having the major goal, planners then decided on the behaviors necessary to turn the goal into a reality. These behaviors are sometimes called Mini-goals.

Remind the group of the lesson on Goal-Setting. Mini-goals or behaviors were established by using the 5 W's and an H but can quickly perceive that the what and why have been established, the when, where and who are not subjects for decision and so the planners must concentrate on How.

For example: The "How" the planners started with is the earlier part when Coach explained what is to be done and taught some ideas about work. The "How" continues with the present part of the lesson where Coach explains how the lesson was planned, the topic decided, and simultaneously models how it is to be carried out. These things are done so that participants will have a good idea of how to approach their share of the project. The next "How" decision was that participants should put what has been first taught to them and then modelled for them to use by producing a TV news programme. In other words the "How" for this lesson goes: Teaching, Modelling and Practicing.

Emphasize - Each is experiencing different ways of learning how to move on from planning to action.

Remind the group: whoever is taking action, carrying out the behaviors, being the Labour or Talent is, at the same time managing him or herself.

4. Tell the group: But first they will now study the three main techniques for managing one's own actions or behaviors.

   The first is called monitoring oneself. Monitoring is a two dollar word for checking the way you perform. You make sure you are doing what you are supposed to do and doing it the way you want.

   Ask the group: How might coach monitor his/her own performance in conducting this lesson?
   e.g. Could have made a list of points to be made or an outline of the lesson and check off as each point is covered. (If using a schedule of the lesson as described further on, point out that this method is being used to monitor self.) Another way would be for coach to keep checking with participants to make sure they understand and/or even that they are listening.

   Ask: What kind of performance monitoring does one routinely see?
   Usually one can see people checking or monitoring other people, it is more difficult to see someone monitoring themselves.
   Ask: If you check other people could you also be checking on yourself?
   (Yes, if your job is managing or supervising other people.)

   If you like and group seems interested, ask the following:
   If you were engaged in a project which had to be completed within a certain time, what would be a good way of monitoring it?

   Answer:
   Make a list of what has to be done every day and who is to do it (if other people are involved). Then encourage and persuade everyone to carry out their tasks on time.

   The second self-management technique is to persuade and encourage yourself - if appropriate by persuading and encouraging others.
   Briefly, this is known as Encourage yourself.

   Ask - Why might this be necessary?
   Accept or suggest - because you can get bored
   - lose your enthusiasm, it doesn't seem worth doing anymore
   - be worried you can't do it.

   Start a discussion on ways people encourage themselves. Take an extreme example: How did early settlers encourage themselves? How did astronauts encourage themselves on the way to the moon? (No alternative: carry on or die, in both cases). How do people encourage themselves to carry out some short term project that is uninteresting and hard work? e.g., stack wood clean a cupboard, wash the car? (Focus on result, tell yourself what a good person you are). How do people encourage themselves to carry out a boring and arduous job? (by focusing on the end result, pay cheque, taking breaks, coffee breaks, enjoying weekends, giving oneself rewards, etc. Tell yourself what a good person you are.)

How do people encourage themselves to carry out a long and complex job which is (fairly) interesting? (Check off progress made, admire what is already done, measure progress on a chart, give oneself rewards, etc., if appropriate, as this class is doing)

Make the point: another source of discouragement might be that you run into difficulties, everything does not proceed as planned.
If you like, quote Robbie Burns,

> "The best laid plans of mice and men gang aft astray"

This is a poet's way of saying you have to expect the unexpected. You have to be flexible: ready to change. This point has been brought up last because it is easiest to appreciate from here but it is an idea that should always be in mind especially in Managing.

Ask: How can you plan for the unexpected?
Answer: Cannot plan for any particular unexpected but you can: set aside extra time, resources, think of alternate ways of doing things, have a fall-back system.

Ask: Supposing you are carrying out a plan, that is you are the Talent but you are managing your own behavior, how can you cope when things don't work out?

If you like: Coach can remind participants of matters that have not worked out in this, or some previous lesson.

Answer: The best preparation in managing your own performance is to expect the unexpected, keep you knees flexed ready to jump, alter your plans, scale them down or up BUT keep your final goal in mind.

Skill Practice/Objective Inquiry Through to Skill Application

I - Explain that the next step in the lesson plan is that participants should practise using what they have been observing. Coach is on hand to give help if necessary because at this stage of lesson participants will be having first experience with planning.

Explain that entire group now constitutes a planning committee.

Have group put number of small tables together to form one large one, then have them sit around it. Coach should say something like: The Planning Committee is now in session.

Remind the group: A project divides itself into the Planning section and the Carrying out section, therefore this committee should first plan or decide what it is going to Plan, (plan to plan) and then go ahead and then make its decision under each topic (decide its plans).

Admit, if you like, that this may seem ridiculous.

But it is better with any large and unfamiliar project to see what actions you will have to take, in this case, what plans or decisions you will have to make, than to just stumble ahead and perhaps leave out something very important.

Another difficulty with failing to plan from beginning to end of a project is that you can get bogged down in the first part and you then do not have enough time and wealth resources (besides, your human resources may be very fatigued) to finish.

In addition, planning what you are going to plan means you can decide which matters would be decided better by someone closer to the Carrying-Out part.

Suggest to group that they should choose someone to be Recording Secretary, i.e., take notes of what has been decided so participants can refer back to it. This person should also be someone who will be good at keeping the Committee on track.

Explain: There are some decisions that must be made before planning can be done. One has already been taken: The project is for group to do a TV news programme.

Committee should probably decide on the major characteristics of the news programme before it will be sensible to start planning to plan. (It may be necessary to change the outline of the programme as Planning and Carrying-Out proceed but Committee should at least know what it has in mind.)

Ask: What was the first step taken in deciding what the project would be?
What is always the first step?

1. Brainstorm -

Committee is to brainstorm the elements in the news programme. Remind that the real meaning of brainstorming becomes diminished the closer the project is to being acted upon, that is, as there is less room to play around. We still say Brainstorm to denote that we are not going to criticize or judge right away but the word is not being used accurately.

Give an example: Here you are going to brainstorm parts of the
programme such as: news about Canada
news about the world
but you are not going to brainstorm:
putting on a horse show
because the project is already more narrowed down than that.

Help group think of parts or elements of the programme (suggest if they are not suggested)

Write suggestions on flip chart or blackboard e.g.

national news
international news
local news
sports news
commercials
weather
features - science / medecine / fashions and fads / the environment / entertainment / gossip, etc.

Next, have group brainstorm reporting techniques they might use to bring in a topic. If necessary coach should start group off: e.g.,

straight reporting
"on the spot" reporting
feature reporting
interview with expert
    political figure
interviewing people on the street, etc.

2. Remind the group that the next step is to predict from cause to effect i.e., test out ideas brainstormed. If we do this, what will happen?

Remind group to test suggestions against
a) requirements of the project i.e., a TV news programme
b) is it possible to put the suggestion into effect?

Remind the group: Let's run it around the block and see if any wheels fall off. Test against resources - human
time
financial and wealth

At this point, remind the group of need to be flexible in making plans: they now have major goals in mind, can therefore go ahead and plan what they will plan, or decide what they will decide. They should bear in mind that some of these goals may have to be changed a lot or a little.

Coach should help group at this point by suggesting:
- the news need not be "real" news
- they can interview other group members disguised as members of the public, famous personalities, rock stars, sports stars, etc.
- local news can be local to the institution, if any, in which Life Skills programme is taking place
- group members can make weather maps, reporters microphones, create backgrounds if they like.

3. NOW that Committee knows (approximately) its goals; it can start planning, looking ahead and deciding what decisions will have to be taken. Remind Recording Secretary to swing into action.

Remind group that the 5 W's and an H method usually provides a good basic structure for planning any activity. Parts might not be applicable but anyway one runs less chance of forgetting.

e.g.
WHO - decide WHO is going to do WHAT
Everyone is supposed to have (a) chance(s) in role of Producer/Director and Talent but everyone will not do every element of the show.

Committee will decide who will do what in each element of the programme. Possibly will have to decide how people will be chosen. Committee has already decided on major elements of Programme: Local News, Sports, Entertainment, etc.

Will there be other things to be done outside of the actual production of visual news for the programme: co-ordinating, anchor-person/overall producer. In how much detail will this committee decide what should be done?

WHAT - decide WHAT activities are involved in each task.

WHERE - decide WHERE news programme will be made. Must it be done entirely indoors? Must the VTR be kept and operated in one place? (Can one VTR be in studio and the other on location?

WHEN - decide all time questions
a) Decide by when programme should be ready.
b) Decide how much time entire programme should run.
c) Decide how much time will be allotted to each section of the programme.

WHY - This part of 5 W's and an H is not really applicable to the Planning Committee; it is not a subject they will decide. The WHY of this project.
- so that everyone will have a real working experience, a chance at being in turn, both Management and Labour
- working with other people
- using some part of Critical Thinking
- may affect the HOW.

HOW - decide HOW project will be carried out
decide HOW WHY part of the project, objectives, can be made operational
decide HOW arrangements will be made for use of VTR

Ask participants if anyone can think of or foresee any other matters that must be decided. Have group decide whether they wish to decide this matter. If so include it at an appropriate time in the notes taken by Recording Secretary.

Ask participants: Can any member foresee any other matters to be decided? Have Recording Secretary add them if group agrees.

II Tell the group that the Planning committee is now going to move from the Planning part of this step to the Carrying Out - in other words the Committee will now decide what it has just planned to decide.

Remind the group of the Managing oneself techniques. Monitor yourself, Encourage yourself and remain Flexible. Recording Secretary should be charged with these tasks and also with keeping committee on track.

1. Decide WHO will do WHAT*
   a) Committee should consider
      i everyone must have a role as Management and Labour (Producer/Director and Talent) but not everyone should be doing the same part of the programme, not everyone will do Sports or Local news, for example.

      ii every element of the programme must have a small group of participants who, together, will produce or see to that element: the Local News Team, the National News team, the Sports News team and so on. The committee should remember additional tasks they may have decided upon, e.g. a coordinating committee.

      iii the minimum number on a production team is probably three people: a Producer/Director, a Camera person (to run the VTR) and the Talent.

   b) Committee should decide whether teams should be composed of volunteers or individuals arbitrarily assigned (or a combination). If it is the case: point out to the group that they had not foreseen the need to make this decision and this is an example of an unforeseen problem.

   c) Committee must then decide finally on team membership using method decided upon in b)

   *It may seem logical to reverse order here and do WHAT before WHO.

2. Decide WHAT activities are involved in each task.
   e.g.
   a) What does Producer/Director do?
   (Takes overall responsibility for quality, makes all arrangements, sees to "engaging" other members of the group for background, people in the street, etc., decides general tone of his/her part of the show, together with the Talent, decides on type of broadcast, must give final approval to material arranged by the Talent.

   b) What does cameraman do?
   (Usually, simply runs VTR machine under direction of Producer/Director)

c) What does the Talent do?
(Appears on TV delivering the "news", together with Producer/Director decides on content with Critical Thinking standards in mind, analyses and delivers the material subject to approval of Producer/Director)

d) If other committees have been set up, for what are the various members responsible?

3. Decide WHERE news programme will be made; can various news items be filmed "on location"? Is a special room available for filming? Should committee arrange for a special section of the classroom?

4. Decide WHEN. Decide all time questions.

a) Decide by when programme should be ready. Viewing date.
b) Decide how long show should run: 30 minutes, 60 minutes, etc.
c) Decide how much time will be allotted to each section of the programme.

Coach should encourage Committee to make a TV programme log.

e.g.	Station identification	5 seconds	5
	Announcement of major headlines	55 seconds	1 minute
	Commercials	orange juice	(60 seconds)
		travel agency	(60 seconds)
		2 minutes	3 minutes
	National news	10 minutes	13 minutes
	etc.		

Warn that this log will a) probably be changed (flexibility), and
b) be later filled in in greater detail.

d) Decide by what time each section of the programme should have been completed and filmed (including time with splicing and cutting expert).

5 WHY - no decision to be taken.

6 Decide HOW project will be carried out. Most decisions have now been taken.

a) HOW WHY part of the project, objectives, can become operational, especially,
   i provide a work experience
   ii a chance at being, in turn, both Management and Labour; different elements of news programme should be divided up into news items, e.g., Local news element could have 3 local news items allowing every member of that particular team experience in the three basic production positions; people who have lead positions not necessarily related to a team, e.g. anchor person, head co-ordinating committee participants who have

heavy organization (Management) responsibilities - e.g., head of advertising, additional news item (additional to the basic 3-per-news-element) must be accommodated, or they can be "experts" on a feature item. In other words, some Talent spot must be found for them.

iii working with other people is ensured

iv Critical Thinking of a nature suitable to the element of the programme e.g. fallacies for commercials, news items displaying working knowledge of the rules of observation, opinions or features specifying values involved.

At this point coach should suggest that a 5 W's and an H plan for each committee should be outlined either by the Planning Committee or by each individual committee. Who does it is not important. Each news element committee will submit a more detailed outline later

e.g.
Who - names of committee members (the same name may possibly appear on more than one committee)
What - name duties of committee
When - time slot in programme - total amount time for this element - time for use of VTR? - completion time
Where - producer/director/Talent decision
Why - producer/director/Talent decision
How - producer/director/Talent decision

7. Anything else. Take any other decisions designated during planning to plan stage.

8. Have participants split up into various committees (each committee seated around a small table).

Explain to group that each committee will now start planning details of its part of the news programme. This time, since participants already know the routine and since they are closer to the action that is, they are more familiar with what must be done, they can dispense with the activity where they plan to plan and move directly to planning the 5 W's and an H of what is to be done.

Remind everyone (write on flip chart or blackboard if necessary) that when deciding WHAT should be done they should go through two stages:

- Brainstorming - by now this activity is even more limited, probably takes the form of e.g., which Local News items
  which sports items
  topics for a feature
  how many, which commercials
- Predict from cause to effect i.e., ask do we have the resources necessary? human, both people and talent
  time
  materials or techniques available.

Then decide on specific items.
Committee members should bear in mind that they might need more than three items if they are also accommodating a non-committee member who has heavy organizational/management roles, e.g. coordinating committee, but will otherwise have little or no chance to be Talent.

Items decided upon, each Committee now has goals established, these are the WHATS for the 5 W's and an H plans that are to be made.

For each item (WHAT), committees are to draw up a 5 W's and an H schedule but first, of course, they are to decide upon its contents.

Briefly remind the group (if necessary) that the planning should be as follows:
WHO is to be respectively Producer/Director
Camera person
the Talent
for each.

WHAT - item decided upon
WHEN - how long each item should run.
- its time slot in the total time allotted to this committee
- projected preparation time (remind group that "real live" news teams have a deadline every day)
- committee should make a detailed TV log of projected use of time allotted
WHERE - "on location" or in the "studio"
WHY - editorial slant, if any
HOW - e.g. straight reporting
interview
public opinion, man on the street interview
e.g. using maps for weather
chairs for interviewing experts

Not to be decided now, decided for each item by Producer/Director

Remind participants that they should build some flexibility into their plans: e.g., an alternative topic
some spare time.

When plans are in final form committees should:
a) check them e.g. do minutes per item, add up to total time allotted?
b) submit TV log to co-ordinating committee, anchor person, anyone in charge (if anyone has this role)

Explain
Committees must now plan members' time. One example:
Each Producer/Director must plan the time assigned his/her news item.
e.g. Producer/Director confers with Talent and Camera person on WHERE, WHY and HOW of his/her news item. Share ideas.

(Remind the group that these items must make use of Critical Thinking standards, but they may make a joke item where they purposely use unacceptable standards) In case of conflict, Producer/Director makes final decision for his/her item. Each member of the team may then move to is/her own activity i.e. the Talent starts researching his/her topic, deciding how to present the material within Producer/Director's guidelines / what questions to ask.

The Camera person arranges for necessary VTR time, starts re-familiarizing self with how to run the machine.

Producer/Director sees to production details: people to be organized for interviews with man/woman-in-the-street, construction of maps for weather, chairs and tables for interviewing "experts", etc.

Producer/Director may also check on developments in the Talent and Camera departments.

Remind the group that they need time for rehearsal to re-do whatever is not going well, to cut or to pad out where timing is not exact. Leave time for Producer/Director to decide with whoever is cutting and splicing film which "take" (and its limits) should be in the programme. An alternative way to use time would be to start with conferences on all items, followed by time to be used in different roles in whatever order each individual decides, followed by other conferences at intervals where each in turn assumes Producer/Director role and checks on progress of the others.

Tell group: This is it! Get Busy!
If you think they will take it in the right spirit, remind them that the atmosphere in most news rooms, up to broadcast time is one of Controlled Panic.

NOTES TO COACH

1. Coach should make arrangements to hire, or in some way come by the services of someone who knows how to cut and splice film (or, if necessary, study how and do it him/herself). If this person is only available at a specified time that is not available on demand, Coach must remind various committees to plan time accordingly. Every participant must be ready in turn to sit down with cutter, splicer and indicate just where (when) his/her particular length of tape should be cut.

   Coach should be certain, by whatever means, that this technician arrives at the very end of the lesson.

2. Optional but a good idea: coach should concoct a very large schedule of this lesson and check off stages as they are completed. One way would be to write it on a large roll of paper which could then be tacked or pasted up around the walls of the classroom. Doing this especially with visible movement from left to right around the room is calculated to give participants a lively feeling of progress which is a good way of Encouraging oneself and Coach can describe the plan in these terms if she or he wishes. If schedule is planned in some detail with dates and hours appended it also becomes a means of Monitoring self.

   Schedule can be in as much or little detail as Coach wishes. It probably should be put up just after the Stimulus part of the lesson. Coach could, for example, give general headings from beginning to end, with some details underneath.

   Getting accustomed to the idea with details of the Evocation
   - Thinking for Yourself
   - Staying in Control
   - How the Lesson was Planned - Demonstration
     - Management - appropriate others
       - resources
     - Planning and Action
     - Brainstorming
     - Predicting from Cause to Effect
       - standards for testing ideas
       - illustrating how ideas were tested
     - Use of 5 W's and an H
     - Management
   - Management of Self in Work Situation
     - Monitoring Self
     - Encouraging Self
     - Flexibility

   To the right of this list, Coach could write the next stage of lesson:
   e.g. Group Practises What it Has Observed
   - Brainstorming
   - Predicting from Cause to Effect
   - Use of 5 W's and an H in:

1. Planning to Decide (Planning)	2. Deciding (Carrying-Out)

Coach could make an outline like these for every section of the lesson and cross or mark off as each is completed.

or

Coach could give the first sections in detail and leave just the titles for the other sections:

e.g. Planning Committee, Smaller committees, Splicing, Viewing
Planning Action Planning Action

In this case it might be possible to fill in details under the Planning Committee (not practicable with Smaller Committees) as plans are made and decisions taken. There might be space between the headings for Smaller Committees and Splicing where time allotted to every news item for use of the VTR machine could be listed.

In both cases Coach checks off as each item is completed.

3. This lesson will obviously require more than one session. Coach should decide on a schedule for this lesson depending on factors such as length of a session, size of group, etc.

On the lesson schedule these projected times should be indicated, probably at the head of each lesson section.
e.g. Projected completion: - hours, (possibly: time, date)

Evaluation

It is probably inevitable but a good idea anyway to have some sort of a Post Mortem on how the programme worked out. Coach should be supportive and prepared to deal with people who feel disappointed in themselves as well as people who are pleased with themselves. S/he should be ready with remarks such as:

- the best newscaster in the business makes fluffs now and again
- or fluffs are an occupational hazard
- or you'd have got better with practice
- or that was a pretty difficult assignment, etc.

As quickly as possible Coach should seize on any remark that shows the speaker as having a sense of responsibility for what she or he did i.e. not just feeling sorry and needing support and comfort.

Gloss over what the speaker did wrong and praise him/her for taking responsibility. Make the point, for example, as follows:

The important thing is not that Gerry thinks s/he messed up, the important thing is that s/he thinks s/he messed up. S/he is not blaming anyone else. S/he thinks s/he's responsible. That means s/he knows s/he could do better another time. So we give him/her a star because s/he knows s/he is in control. From there, Coach should bring up the following points for discussion.

1. Obviously, the end-product of working is important, if not why work? But this lesson was really designed to give work experience. Which, if any parts did participants find most useful?

2. Which parts were most like any "real" work participants may have had? Which parts were most unlike real work?

3. Which role, Management or Talent, did each person enjoy the most? Why?

4. Did participants learn anything about either role Management or Talent that they had not known before?

5. About the difference between Planning & Carrying Out?

6. What part did group members find most difficult:
Getting along with others? Planning? Trying to cooperate? Keeping on schedule? Using Critical Skills? etc.

7. Which part of the Carrying Out was most difficult?

8. If anyone could re-do any part of the project, which part would it be?

APPENDIX A

News stories - national, international, local.

Can use: any items currently on TV, in the newspaper, on radio otherwise in the media;

straight news reporting, i.e. not an interview but including a summary of development and/or on-the-spot-coverage;

should use 5 Ws and be as close to standards for assessing observations made by other people as possible;

can invent the news items entirely i.e. all news, or have some invented and some "real" news;

can use eye-witness accounts or interviews with people who remember the event.

Notes:

"Local" news items might include accounts of developments or activities in the institution (college, CEC centre) where the Life Skills course is being given. One advantage is the accessibility of individuals involved for "real live" interviews.

Remember: Producer/Director decides, with the Talent, on the line of questionning in an interview, e.g. probing for a scandal;
probing for information;
probing for interviewee's opinion, etc.

Care should be taken (especially in simulated, difficult on-the-spot-reporting) that the "reporter" point out possible defects in the news account with remarks such as:
"unconfirmed rumours describe", or
"from this section of the country it is impossible to judge" or
"under these conditions of constant bombardment it is difficult to know", etc.

One possibility which might amuse participants would be an interview with, for example, "a survivor" of an invented event, immediate or historical, where the rules of observation are completely flouted. In this case, the interviewee would not have had a realy good point of observation ("I was under the desk at the time", or "I happened to be sneezing - my hay fever is terrible at this time of year-and did not see the shot being fired") confuses details ("Was that in ought five or ought nine? Let me see...) or cannot remember people involved (It was Teddy Roosevelt, No, I mean Teddy Kennedy...) etc.

Feature suggestions:

- How this situation developed: a review (good back-up for an on-the-spot report);

- History of the building where this conference is taking place;

- The conference in progress (back-ground picture using all participants as conferencees with on-the-spot reporter voice), questions to which it will seek answers, its overall purpose, problems which may arise, etc.

Sports:

Can use: any event, real or invented, of any nature international, national, local;

any sport, actual or invented;

straight news reporting; e.g., Team A defeated Team B, where this puts each in the national league, fight for the pennant, etc. interesting aspects of the event, winning goal, outcome never in doubt.

Note:

It is a good idea to emphasize or feature activities of any local or school team and/or

- interview coach or star player, referee (actual or as depicted by another participant);

- interview "goofy" player

Because critical points in sports events pass quickly they are particularly fruitful for the poorly observed account:

"I was buying a hot dog at the time",
"Just at that moment the guy behind me poured beer down my neck"
"We had lousy seats"
"I was watching one of the cheerleaders".

Features could be:

- any international meet or championship in progress,

  How did this meet originate?
  Is any one individual a stand-out?
  Who is backed to win?

- the history of any sport;
- little known sport of some foreign country;
- sports roundup, highlights of last week, last year;
- sports commentary: most valuable player, rookie of the year, team shortcomings.

Special Features

Can be serious or with an actor taking the part of some expert.

Life Skills Programme, possibly the L.S. Coach is interviewed.

Dr. Feelgood: Importance of exercise
Question of sexual preference
A good diet.

Oda Carrot: Gossip from the world of entertainment (possibly) "Gossip" about L.S. course members (careful, here).

Barry Golf: reviews a movie, TV programme, musical event.

Consumer report: the local corner store;
where to eat, the cafeteria or local beanery
automobile or some gadget, recall

Bloopers and take outs: mistakes made by the Talent during taping of the show, a good way to make up time if show is running short.

Advertising

(If any new items need to be done or if Smaller Committee on Advertising decides to substitute new commercials for those already on hand and completed at the end of lesson on Fallacies.)

Producer/Director should decide whether to use fallacious arguments and if so which is suited to the product.

Sale at local department store:

- film of sale items
- some items marked down 75% but these are articles no one wants
- diamond watches, prices fluctuating according to Bank of Canada interest rates for this week
- an ounce of caviar free if you buy 5 pounds at $560.00 a pound.

Chocolate bar:

- describe ingredients
- fewer calories than competitor (but still 500 calories each)

Used Christmas tree lot:

- We got big Christmas trees, we got small Christmas trees.